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ABSTRACT

A study was undertaken to determine strategies for dealing with the information needs of urban residents. To identify how citizens obtain information, an open-ended questionnaire was administered to 602 respondents from the general population of Seattle, including Asians and blacks. Results were analyzed using 33 content analytic schemes, and findings suggested that information practitioners are most effective when they develop flexible, communication-based systems and procedures. This manuscript describes in detail research design and methodology, and includes tabular summaries of the results. (EMH)

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Final Report

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THE DEVELOPMENT OF STRATEGIES FOR DEALING WITH THE INFORMATION NEEDS OF URBAN RESIDENTS: PHASE I -- CITIZEN STUDY

Brenda Dervin
Douglas Zweizig
Michael Banister
Michael Gabriel
Edward Hall
Colleen Kwan
with
John Bowes
Keith Stamm

School of Communications
University of Washington
Seattle, Washington 98195

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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PREFACE

Any research project of this size is, by necessity, the product of many individuals. A number of people made special contributions to this project.

- Douglas Zweizig, Assistant Professor in the University of Washington School of Librarianship, initially served as consultant and later as a member of the research team. In particular, he brought to the project an understanding of librarianship, past, present, and, most important, future.
- Michael Banister, Michael Gabriel, Edward Hall, and Colleen Kwan -- all graduate research assistants in the University of Washington School of Communications -- participated in every phase of the project with endurance, intelligence, and an unusual sense of responsibility.
- John Bowes and Keith Stamm -- both members of the University of Washington School of Communications faculty -- served as faculty consultants and made a particular contribution in the early conceptualization stages, as well as in serving as members of the questionnaire construction team.
- Alex Edelstein -- Director of the University of Washington School of Communications -- supported the project in many ways and, in particular, provided some of the approaches toward open-ended data collection used in this study.
- Richard Carter -- member of the University of Washington School of Communications faculty -- served as faculty consultant; his theoretical work provides a great deal of the conceptual basis for this study.
- Jeffrey Katzer, Margaret Monroe, and Edward Warner served as technical consultants, providing valuable input from the perspective of librarianship.
- Linda Dethman and Rita Fujiki -- both graduate students in the School of Communications -- served as research assistants and made a particular contribution in doing the initial development of the content analysis schemes used to analyze tactical behavior, information types, and utilities.
- Tamar Pearsall and Louise Scharf -- both graduate students in the School of Communications -- ably assisted in several project phases.

- * Lynne Zweizig brought a refined sense of quality to her task as project editor.
- * Robert Gilmore's interviewing firm completed the field work with a thoroughness that is rare.
- * Ruby Apsler, Sylva Coppock, Phyllis Kulogowski, and Mary Nelson all helped in the production of the final report.
- * Hazel Freeman served as the project's administrative secretary.
- * Josephine Yung served as jack-of-all-trades and guardian of perfectionism.
- * Sylvia Harlock -- graduate student in the School of Communications -- provided needed continuing interest and confidence.
- * Robert Lanier and Betty Winfield -- also graduate students in the School of Communications -- their interest areas often served as intellectual sparks.

Brenda Dervin
April 1976

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CHAPTER I

EXECUTIVE SUMMARY

Introduction

This report is the product of the first phase of an attempt to develop strategies for dealing with the information needs of urban residents. The emphasis of this multi-phase project is on the HOW (how to develop strategies for serving the information needs of clients) rather than on the WHAT (what are the topic contents of information needs potential clients may have). In particular, the special emphasis of the first phase has been on the client. These questions were asked:

- What kind of picture does the client have of his situation?
- What attributes of these pictures would be useful descriptors?
- What are the implications for action (movement) of situation articulations? What does the client want to do? What might the information practitioner do?
- How does the individual go about making sense of a given situation?
- What will the individual find to be informing (define as "information") in a given situation?

The executive summary in this chapter replicates in miniature the full report: It serves as introduction, summary, and surrogate for each individual chapter of the full report. The subjects of these individual chapters are as follows: Chapter II provides a conceptual overview of the problem and of the approach taken for this study; Chapters III, IV, and V review questionnaire development, sampling, fielding, coding, and analysis. The next eleven chapters (VI-XVI) report findings and implications. The final chapter, Chapter XVII, provides a second organization of the findings of this study. Whereas the individual chapters focused on particular variable groups or patterns of analysis, this final chapter identifies the conceptual themes that cut across the concerns of individual chapters.

Chapter II: The Problem and the Approach

Overview:

- The purpose of this chapter was to provide the reader with a general conceptual overview of the problem and of the approach taken in this study of citizens and their "information needs." This study purposely took new approaches because it was felt that past approaches had been non-productive.

- Although in the early 1970s it was possible to say that virtually no studies were available with a primary focus on citizens and their "information needs," by 1976 some half-dozen studies were available.

- This early work was clearly embedded in the past. The question being asked was a system-design question -- studies focused for the most part on identifying the topical nature of citizen "information needs." The basic model implied was relatively simple: first, the "universe of information needs" in a given community would be described. Next, the information practitioner would collect and organize for retrieval purposes relevant "information" on these "needs," and sufficient efforts would be made at publicity. Finally, citizens would have access to a new service: an information service.

- As a sole approach, this normative approach to the "information needs" of a community creates a difficult dilemma for the information practitioner. It is possible to "design" a system for a "community" if one decides who are members and then assesses their needs, but the problem is that the success of the service does not rest on the mythical "community." Living, breathing, information practitioners must cope with living, breathing, clients as human beings, as individuals.

- While past studies have been concerned with WHAT, this study is concerned with HOW. The question is: How do you deal efficiently and effectively with individual citizens with individual "information needs," when those individual citizens and their needs can take on myriad forms at myriad times?

Conceptual Development -- New Approaches:

- The focus here is on strategies for dealing with the "information needs" of urban residents as individuals.

- Typically, social science has tried to deal with "individuality" in a normative way. Each individual is seen as a juxtaposition of across-time-and-space attributes (e.g. age, race, occupation, personality, education, literacy). The basic notion has been that if we know enough about these "attributes," then we can predict in advance the behavior of individuals. But once we have a list of attributes, how much do we know about an individual's behavior?

* When it comes to dealing with an individual as an individual, attributes are but labels imposed by the outside world. The attributes may or may not be relevant to the individual. Attributes are not the reason an individual intersects with an information practitioner at a given point in time. His reasons are situational: the situation is one in which he feels an information practitioner would be useful.

* It is suggested that in order to cope with individuality, one must also deal with situationality. These two premises -- individuality and situationality -- are the bases for the current study. The rationale emerges from communications research. Meanings are in people. No message means the same thing to different people. No situation is seen the same by different people.

* These premises apply to the concept of "information" as well. They suggest a need to look at information not as a constant in which an externally imposed meaning is "right" for all, but rather as a flexible term which the individual defines for himself.

Focus on information:

* Information is a "power" word in society. Essentially the "information" problem is seen as one of getting the right information to the right person at the right time. It is assumed that information is valuable. Since a little information is valuable, a lot must be better. The problem is seen as one of effective storage and retrieval.

* This view of information implies a view of the world as a place in which there is complete order. Every situation has its own "right" decision. Information is but describing the order. This view of information posits man as a totally adaptive creature, using information about reality to adapt to reality. With enough information, all aspects of reality can be totally described and totally connected, and man will be completely adapted.

* This absolutist view of information disregards the fact that man creates and adapts. Information grows old and useless, for no amount of information ever describes the totality as long as unseen forces (human or natural) have freedom to move.

* What is needed is a broad view of information -- as something which applies to both adaptive and creative behavior. In this context, it is useful to make a distinction between objective information (INFORMATION_1) and subjective information (INFORMATION_2).

* INFORMATION_1 is defined as information which describes reality, the innate structure or pattern of reality, data (external reality).

* INFORMATION_2 is defined as ideas, the structures or pictures imputed to reality by people (internal reality).

* In the past, much research has focused on devising means to get around the selectivity barriers of "internal" reality, and align internal reality more closely with external reality. This study approaches internal reality as a legitimate informational input in its own right.

* Since no observer can say how "reality-bounded" an individual is, INFORMATION_1 is assumed to be incomplete.

* The INFORMATION_1-INFORMATION_2 distinction forces our attention to the notion that information can be whatever an individual finds "informing." It moves our attention away from objective information, toward assessing the cognitive maps or pictures of an individual.

* This distinction forces us to recognize that objective reality and internal reality are two different realities. Whenever an individual interacts with reality, he is selectively perceiving aspects of reality (INFORMATION_1) and making pictures (INFORMATION_2). An individual deals with reality (INFORMATION_1) everyday as he moves through his own time and space; he moves and acts on the basis of his own pictures (INFORMATION_2) because that is all he has.

* Take any given slice of INFORMATION_1 (a slice of "reality"): any two different individuals will create different INFORMATION_2 pictures in the same INFORMATION_1 context. The question becomes: How does the individual move between INFORMATION_1 and INFORMATION_2 or vice versa? How does he impose sense on reality when he finds none there?

* These questions focus our attention on the behaviors or procedures by which people get what they do not know, how they get informed, how they get instructed. It is suggested that these behaviors are in themselves legitimate informational inputs: INFORMATION_3.

* How is INFORMATION_3 useful? Decisioning is a familiar information processing approach -- one which seems right because it fits neatly with "objective information is valuable" assumptions. The view presented here, however, posits decisioning as merely one possible approach. Another individual may use a liking-disliking procedure, searching his internal pictures and/or the environment for the first available "tolerable" means. Another may look to the advice and counsel of others. The point is that other behavioral approaches are being used.

* Many of the contradictions in past research may well be explained in the area of INFORMATION_3. How are people making sense out of their worlds if they aren't accessing formal information systems? What are people using to inform themselves when they say they don't want any more "objective" information? How can a "new" system -- an individualized information system -- intersect with individuals in a useful way?

- There is another ramification of this emphasis on INFORMATION$_3$. While traditionally it has been assumed that the value of information was that it allowed successful adaptation to reality, this emphasis on the various means by which individuals create their own information suggests that "information" has a large variety of possible functions or utilities. The potential functions or utilities of any kind of information will vary. The same "information" obtained or created by the same means can serve different functions. Function is in the eye of the beholder.

- Typically, existing information systems define themselves in terms of such carrying units as books and materials (e.g. libraries) or programs and articles (e.g. the mass media). Books, programs, articles are simply that -- carrying units. Only the beholder can determine the function of any given book, program, article. Within these carrying units, the user may find and make informations which serve his functions or purposes. The functional units for the individual are likely to be responses, instructions, reinforcements, solutions, answers, ideas, companionships, confirmations, and assistances, wherever and however they may be found.

Research questions:

- The crucial question for the information practitioner is "HOW?" How does one deal individually and situationally? Clearly, the client is not simply a bundle of attributes, predictable in advance. Neither is the information practitioner. There can be no a priori delivered "answers" for this interaction. Both client and practitioner have a tool -- communication -- which they can use.

- Research can help the information practitioner be aware of alternative strategies for interacting with clients. Diverse clients in diverse situations at diverse points in time and space require diverse alternatives. The information practitioner can be aware of alternative means for intervening in individual sense-making processes.

- Obviously, one study could not possibly deal with all the potential research questions raised in the discussion above. The purpose of this study was to make a start by opening doors to the kinds of awarenesses that are needed for individual life-facing and the role of informations in that process. The purpose is to begin to develop understandings of the kinds of questions that need to be asked of individual clients in flexible systems -- systems built on communication skills, systems which cope with individuality.

- The questions asked in this initial study were: What kinds of pictures does the individual have of his situation? What attributes of these pictures are useful descriptors? What are the implications for action of situation articulations? What does the client want to do? What might the information practitioner do? How does the individual go about making sense of a given situation? What will the individual find to be informing (define as "information") in a given situation?

Chapter III: Questionnaire Development and Rationale

Questionnaire development:

- Seven months were devoted to the development of a final questionnaire. These major inputs were solicited for this process: 1) in the fall 1974, a series of seven conceptualization meetings were held among faculty and graduate students in the University of Washington School of Communications; 2) four academic experts in the fields of library and information sciences contributed to questionnaire development and analysis planning; 3) two members of the University of Washington School of Communications faculty joined the Project Director for three intensive, day-long questionnaire development sessions.

- The final questionnaire emerged from two prior drafts and pre-tests. Pre-test #1, an exploratory 2½ hour version, was administered to 44 available, non-University connected adults. Pre-test #2, about 90 minutes long, was administered under actual fielding conditions to 34 randomly selected Seattle adults.

- The final questionnaire ran 28 pages and took an average of 60 minutes to administer.

Questionnaire rationale -- Identification of problems, worries, and concerns:

- The first section of the questionnaire was designed to serve two purposes: 1) to replicate, with modification, prior work identifying the "universe of information needs"; and 2) to generate a list of situations from which one situation could be selected for in-depth analysis.

- Each respondent was first asked to name problems, worries, and concerns which he had in the past month. Each respondent was then given 12 topic cues (e.g. housing, employment, etc.) and asked if he had any problems, worries, or concerns in each of these topic areas in the past month. Finally, each respondent was asked whether each situation named was unresolved or resolved.

- The most important difference between the approach taken by this study and that taken by past work involved freeing the questionnaire items from use of informational words. In past studies, respondents were asked to name situations where they had needed help or information. Rather than constrain respondents to a pre-defined notion of information, the current study did not make any mention of the word "information" in the first section. Instead, respondents were asked to identify situations "where you needed help...where you didn't understand something...where you needed to decide what to do...or, where you were worried about something."

* Former studies used a series of 14 topic probes, in addition to asking respondents to name freely any situations ("unaided" items). The items with topic probes, called "aided recall" questions, were presented in a fixed order. In this study, the pool of topic cues (for the current study there were 12 topic cues) was randomly ordered. Two presentations of this random ordering were made to respondents -- one straight-forward, the other in reverse order.

Questionnaire rationale -- Analysis of Situation:

* Section II -- the major body of the questionnaire -- dealt with the research questions of the current study as posited in Chapter II.

* In Section II, respondents described in detail one of the situations they had named as a problem, worry, or concern in Section I. Essentially, the purpose was to get as much material from the respondent as possible, to see his situation from his point of view.

* Of course, no one can ever really see a situation from the point of view of the person in the situation; but the tool for "seeing from another's point of view" is communication -- the respondents' articulations.

* For ease of discussion, Section II is discussed below in 12 sub-parts.

* Identification of a situation for analysis. While the average respondent named 3-5 situations, time constraints meant that only one situation per respondent could be analyzed in depth. The criterion chosen for selection of the in-depth situation was situation resolution state (i.e. whether unresolved or resolved), because situation resolution tapped aspects of time. Time influences how a respondent saw his situation and how he moved in it. Resolution state placed the situation in time according to respondent definitions. If a situation was "done," it was resolved, solved, put aside, ignored. If a situation was "not done," it was unresolved, still being worked on, still being worried about. One-half of the respondents were asked to describe a resolved situation; one-half were asked to describe an unresolved situation. If a respondent had two or more eligible situations, he was asked to select the best remembered one. Whether a respondent was asked for a resolved or an unresolved situation was determined randomly.

* The time line analysis. After a situation was selected for in-depth analysis, respondents were asked to describe this "focal" situation on a "time line." The purpose was to have the respondent articulate in time order everything he remembered doing, everthing he remembered others doing, and everything that just happened in the situation right up to the point of the interview. How an individual behaves in a situation, what he considers to be "informing," and so on -- these depend on how an individual sees himself in time and space. An understanding of the time-boundedness of how an individual deals with a life situation is crucial in two respects:

1) the understanding may allow some estimates to be made of possible points when an information practitioner system might intersect with everyday citizen situations; and 2) the understanding of an individual's unique time line is necessary for the information practitioner to deal with the situation.

* The decision, problem, worry, comprehending index states (DPWC). The decision, problem, worry, and comprehending index states were a beginning attempt to tap some of the implications for movement seen by the respondent. Most of the past work on information needs essentially has assumed that all information needs are the same: The client obtains information about alternatives and then makes a decision. However, an individual may choose or not choose to decision. There are many ways of moving through situations -- some individuals seem to tumble through, some worry and fret their way through, etc. Each of these different approaches or strategies involves the process of making "sense," becoming "informed," or "informing" self. This study assumed that INFORMATION$_2$ and INFORMATION$_3$ are relevant to all manners of movement. INFORMATION$_1$, in contrast, when thought of in the traditional mode of the acquisition and use of objective and factual information, is seen as more of a detour from the time line. The decision, problem, worry, and comprehending index states were defined a priori as follows: decision state -- one in which a choice is to be made between more than one alternative; problem state -- one in which the respondent knows what he wants to do but some obstacle or barrier stands in the way; worry state -- one in which the respondent lacks control; and comprehending state -- one in which the respondent wants to understand something, comprehend something. Each of these four states was tapped with five closed-ended items.

* Social embeddedness. Item #11 in the questionnaire asked the respondents whether other people were involved in the situation, who these people were, and how these people were involved. These items were designed to tap the "social embeddedness" of a situation. It was reasoned that the notion of social embeddedness was a relevant situation perception, in that involvement with others may restrain movement along the time line. Another intent was to look at the frequency with which others were described as individuals who were helping propel the respondent along his time line. Were the others sources of information? Were they traditional helpers?

* Information seeking, finding, helpfulness, and utilities. As noted in Chapter II, past work on "information processing" basically assumed that only INFORMATION$_1$ was operating. This study attempted to free respondents as much as possible from such assumptions. Thus, respondents were asked to "think back over this situation and try to recall all the things you tried to find out...or, learn...or, come to understand." These things, referred to in the analysis as information things, were the focus of five questions: 1) How hard was it to find? 2) How did you go about finding it? 3) Did you succeed in finding it? 4) Did finding it help? 5) How did it help? Why didn't it help? The series of five questions allowed

a number of previously untapped aspects of "information" to be accessed. Questions #1 and #3 tapped perceived information accessibility. It was reasoned that information accessibility had potential applications both to system design and to the individual conduct of an information practitioner-client transaction. Question #2 looked at INFORMATION_3 behaviors. This question allowed the respondent to answer "how" he tried to find things out. Each individual, in the process of informing himself must do something that can be described as informing behavior. The purpose of this question was to open up possibilities. Questions #4 and #5 looked at information utilities. The basic premise here, as emphasized in Chapter II, was that uses or functions of "information" are relevant units for the user, rather than "information" per se. It is possible to ponder the possibilities of systems designed to focus on the utilities which a user expects or seeks, instead of on "information" which is but a carrying unit of those utilities.

* Situation embeddedness. The focus here was on the degree to which the respondent saw his situation as being tied in with other situations. Three questions were asked to tap dimensions of situational embeddedness: Whether the situation was tied in with others? Whether the situation was one which grew out of other situations? Whether the situation was one which had impact on or led to other situations? As with social embeddedness, it was felt that the degree to which the respondent saw his situation as being tied in with others would make a difference in how he behaved in the situation and what uses he might wish to make of "information".

* Perceptual embeddedness. Another aspect of embeddedness built into the questionnaire was the notion of "perceptual embeddedness," or the degree to which the respondent saw his focal situation as one which was hard to perceive or as one requiring special perspectives to see clearly. Two questions tap perceptual embeddedness: One question asked whether the respondent felt he had to stand back or get up close in order to understand his situation; the other question asked whether it was easy or hard to get at the heart of the situation. Additional questions were asked in an attempt to begin to look at facilitators as well as barriers to situation perception. As a situation descriptor, perceptual embeddedness may be a useful concept for the information practitioner to apply when he enters a given client's self-informing process.

* Tactic use index items. Several earlier parts of the questionnaire looked at "informing" behaviors. Thirteen different tactic use index items also looked at informing behaviors, in this case through a series of closed-ended questions. Respondents were asked, "In this situation, did you change your view of the situation...complain to someone...find someone who agreed with you...read something relating...get emotional...put the situation out of mind...talk to someone...spend time thinking...try out a possible solution...eliminate an approach...compare at least two approaches...get outside help...ask someone what to do? The expectation was that groups of the behaviors would "hang together" to form some general and quite different behavioral approaches or strategies. As important as the tactics themselves were their utilities. Each respondent was asked whether each

of the tactics he used was helpful or not. Further, each respondent was asked how a tactic helped or why it didn't. The intent was to provide some insight into the differing ways an individual respondent faced his situation in order to make his own sense out of the situation and move in his own chosen direction.

* Resolution availability. A series of five questions were designed to begin to tap notions of the degree to which information and/or resolutions are available in society and accessible to a given individual. Respondents were asked: How easy it was to deal with the situation? How available a resolution was? How available information was? How available outside help was? How many people would be able to resolve the situation? It was reasoned that the extent to which a respondent defined his situation as "resolvable," either generally in society or in his own specific instance, would have an impact on how we went about behaving in the situation. The constant assumption of past work has been that all situations have resolutions or can potentially have them, if only somehow enough information (i.e. INFORMATION_1) and enough resources can be found, or enough effort is expended. This study took a decidedly different direction. The resolution accessibility items had the potential to measure the degree to which a respondent saw his situation as "problematic," (i.e. as not resolvable and not even amenable to resolution). Intuitively, one might expect a client who sees his situation as problematic to behave differently and deal differently with "information" than one who feels a resolution is inaccessible to him but widely available to others.

* Final resolution status. After the lengthy process of describing his situation in detail, each respondent was asked again about resolution status. This second description was called "final resolution status." One intention was to look at articulation changes over time, as they occurred in the short time span of the interview: Did the very process of articulation during the interview serve as an "informing" process for some respondents; did they then change their perceptions of situation resolution status? Also it was hoped that a fairly stable measure of resolution status, developed from both the initial and final articulations, could be secured. A final major purpose of these items was to unearth some dimensions of respondent definitions of resolution, as well as respondent perceptions of barriers/facilitators of resolutions. To this end, respondents were asked: If the situation was resolved -- "Did you feel it was resolved the way you felt it should be? Why? How satisfied are you now with the resolution?" If the situation was unresolved -- "What would you say are the major reasons why the situation is unresolved? Does the situation still exist? Are you still working on it?"

* Interaction with an "expert." One central assumption of the approach taken in this study is that situationality data must be collected retrospectively on actual situations, rather than hypothetically on potential or future situations. (How can a respondent relate uniquely and individually to a situation that has not happened and may not ever happen to him?) Retrospective recall items were used, however, in

regard to the use of a hypothetical expert in each respondent's focal situation. Because these hypothetical questions were tied to the actual focal situation, it was reasoned that the respondent would be better able to answer the questions within his own personal context. Each respondent was asked two questions: "Imagine for a moment that there is an expert on this situation -- someone who could answer all your questions. If you were talking to such an expert, what questions would you want him to answer?" and "In order to really help, the expert might need to know some things about you and your particular situation. What would you want the expert to know so he could really help you?" These items allow a view of the information practitioner-client interaction that has not been taken in prior work -- a co-orientational view. Such a view assesses the expectations that each member of the interaction has of the other. What does the client think is in the expert's head that will be useful; what is in the client's head that he wants the expert to know?

* Library likelihood. One item was included in the questionnaire to check respondent perceptions of the likelihood that a library would have relevant information.

Questionnaire rationale -- Hypothetical situations:

* Though the brunt of this study rested on analysis of actual situations that had already occurred in each respondent's life, a brief and final section of the questionnaire was devoted to hypothetical situation analysis.

* Hypothetical situation analysis was included for two reasons: 1) to show the differences between actual behavioral reports and hypothetical situation analysis; and 2) to present some sort of common stimulus to all respondents, so that some topic-specific recommendations might be made relating to information systems. It was felt that actual situations would yield a wide spread of situation topics. Presentation of hypothetical situations would allow every respondent to be exposed to common situational topic stimuli. Within the constraints of the comparison to actual situations, the hypothetical data were expected to provide some insights into cross-topic situational differences.

* Data collection on hypothetical situations was designed to allow comparisons between hypothetical and actual situations and across topics. In addition, it allowed a comparison within the context of decision, problem, worry, and comprehending situation state descriptors. Through the construction of these situation states in hypothetical situations, another avenue for exploring the viability of the decision, problem, worry, comprehending state distinctions was revealed.

* Four topic areas were selected for hypothetical analysis -- consumer, neighborhood, health, and housing. It was decided that hypothetical situations would be constructed in each of these topic areas across each of the situation states.

* Each respondent was asked about four specific topic-situation state combinations (e.g. housing-decision/health-worry/consumer-comprehending/neighborhood-problem). All possible topic-situation combinations were systematically covered across all respondents.

* For each of these situations, two questions were asked: 1) projecting a time line into the future, "What steps would you go through...?" and 2) what would you "try to find out or come to understand?" "How" would you go about finding it out. Thus, these items replicate the time line and the information finding analyses of actual situations.

Questionnaire rationale -- Demography:

* Demography constituted the last section of the questionnaire. Each respondent was asked the usual battery of demographic items: family size, number of children, employment status, occupational title, education, home ownership, length of time in King County, age, sex, racial/ethnic origin.

* Demographic data were not used as predictors in this study. The basic purpose of collecting the demographic data was for assessing the sampling process.

* A demographic characteristic is an across time-space construct. The premise of this study was that the only effective way for an information practitioner to deal with the individuality of a client is by assessing situationality. The demographic attribute model has been almost the sole focus of past research on "information needs." The difficulty with demography as explanation is that a given individual is not the "average" member of his sub-group (i.e. an intersection of several demographic variables). Demography is simply too gross a unit for studying the unique individual bound in the time-space constraints of a unique situation.

* However, in the context of current societal emphasis on ethnic/racial differences, this study undertook as one of its tasks a comparison between three sub-samples: a General Population sample, an Asian sample, and a Black sample.

* Experience has shown that in some cases differences in coping styles have been normatively different across sub-groups -- different enough to warrant the establishment of separate or special systems to meet specific sub-group needs. But one of the underlying assumptions of this study is that, even within such separate systems designed for specific sub-group needs, procedures must still be developed to deal with individuality and situationality.

* In this context, the purpose of the cross-ethnic/racial comparison was: 1) to look at the implications for the development of separate systems or procedures to meet specific needs in the context of the situationality approach; and 2) to see how well the situationality approach applied to the three different sub-samples.

Chapter IV: Sampling and Fielding Operations

* Three samples of adult urban residents of the City of Seattle were drawn in four-stage geographic cluster samples. The stages involved picking census tracts, then blocks, then households, then respondents. Random procedures were developed for all choices.

* The General Population sample, drawn from all residents of the city, had 300 respondents. The Asian sample, drawn from the seven most highly Asian-populated city census tracts, had 151 respondents. The Black sample, drawn from the seven most highly Black-populated city census tracts, had 151 respondents. Only persons 18 years or older were interviewed.

* Given cost and time constraints, sample sizes were chosen to provide a confidence rate of 95%, with tolerated error of plus-or-minus 6% for the General Population and plus-or-minus 8% for both the Asian and Black Population samples.

* An analysis of the fielding records indicated that interviewers carried out sampling operations as prescribed.

* Results indicated that interviewers had to contact an average of 2.7 General Population , 5.0 Asian, and 3.3 Black households in order to obtain one completed interview. The Asian sample required more contacts because Asian population saturation in the selected tracts was relatively low (20% to 30% saturation).

* The primary reason for not obtaining an interview at a contacted household in all three samples was refusal. Refusal rates were roughly 42% for both the General Population and Asian samples, and 32% in the Black sample. The second most frequent reason for not obtaining an interview was "no one at home" on all three required calls to a given household. In both the Asian and General Population samples, roughly 17% of the contacted households fell into this category; in the Black sample, 13%.

* The quality of each sample obtained was checked to data on relevant demographic variables in the 1970 Census. Results indicated that all three samples were adequate representations of their intended populations.

* Prior to fielding, interviewers were specifically selected by the interviewing company for their ability in dealing with open-ended questionnaires. In addition, interviewers were selected to interview in sampling areas where past experience indicated they had had most success.

- After the fielding, 10% of the interviewers' work was validated by return calls to households to see if the intended respondent was interviewed and to determine accuracy of interviewer transcriptions of answers. These results indicated a 100% validation.

- Fielding records showed that the questionnaire took an average of 60 minutes to complete in each sample. The study was in the field for eight weeks (March 23, 1975 to May 17, 1975).

Chapter V: Coding and Analysis

* A total of 33 different content analysis schemes were developed to tap the primarily open-ended data elicited by the questionnaire. The general purpose of the schemes was to tap, from the respondents' point of view and in detail, the following: important aspects of situation perceptions, reports of coping behaviors, definitions of information, perceptions of the utilities of using different tactics and finding information, and perceptions of resolutions.

* Coding was completed in a two-month period in the summer of 1975. Coders were 10 undergraduate and graduate students in the University of Washington School of Communications. A master coder was in charge of each session. The questionnaire was coded incrementally, using one content analysis scheme at a time. In this way, coders were thoroughly trained on the application of one scheme and applied that scheme before they learned a new scheme.

* A total of 40 different variables that resulted from these coding procedures were used in this report. In addition, a total of 14 different units of analysis were used; for example, while the respondent was the basic unit of analysis, each situation he named as being a problem, worry, or concern up to a maximum of five was also a unit of analysis. Major units of analysis for the General Population sample included: 300 respondents; 963 brief articulations of problems, worries, and concerns; 1390 brief articulation depths (i.e. topics mentioned in brief articulations); 267 focal situations (one situation chosen for in-depth analysis for 267 respondents); 2087 time line steps (events in focal situations reported in time order); 380 other human entities involved in focal situations; 397 information things sought in focal situations; 262 information things found in focal situations; 486 tactics used for finding information things; 405 questions respondents would ask experts about focal situations; 319 things respondents wanted experts to know about them and their situations; 278 reasons why resolutions were not obtained; 2149 hypothetical situation tactics; and 468 hypothetical information things. Although the typical survey uses only the attributes of individual respondents as the unit of analysis, this study uses the attributes of individual respondent situations.

* Interjudge coding reliabilities were computed for all variables. The basic purpose was to determine the extent to which two individuals coded the same respondent the same way. Reliabilities were analyzed by several approaches and were considered adequate for the purposes of this study.

* A general decision was made to provide as broad as possible a descriptive picture of the results obtained. Data tables were planned and divided into eleven analysis chapters. Chapters VI through XV dealt with conceptual questions, primarily focusing on aspects of situationality and

their relationship to coping and information behaviors; the final analysis chapter (Chapter XVI) focused on the cross-sample comparison. The purpose of the final chapter was to assess the extent to which the situationality approach worked across different population sub-groups, and Chapter XVI was the only chapter in which data from the Asian and Black samples appeared. Chapters VI through XV focused entirely on General Population respondents.

* In the context of providing as broad a descriptive picture as possible, it was decided that the analysis should not place emphasis on tying results together into a congruent system. Instead, emphasis was placed on opening up possibilities. The general analysis design, then, rested on the presentation of the one-way frequency distributions for the variables. In addition, the one-way results were amplified in a number of comparison tables in which various situation attributes were used as comparison variables. The intent of these comparisons was not to unearth significant differences. Rather, all comparisons were seen as exploring possibilities and as providing the basis for generating hypotheses and action implications.

* Because the study was seen primarily as an exploration, virtually no statistical tests were used. The emphasis in the analysis of tables was placed on finding trends and implications.

Chapter VI: Topic Foci of Situations: Impacts on Distribution

Overview:

- * This study grows out of past work that focused on identifying the "universe of information needs" of average citizens. In these earlier studies, the focus was placed primarily on identifying the topical nature of everyday "information needs" (e.g. housing, neighborhood, consumer, health). The intent in these efforts was to develop means of "needs assessment" for use in designing information systems. The premise has been that if the topical nature of needs and their relative distributions across topics can be identified, then system planning decisions can be made (e.g. the allocation of resources).

- * While past work focused on identification, this chapter in the present study looked at possible impacts or influences on the topics of "information needs." For the purpose of this study, the "universe of information needs" was seen as fluid, changing in response to a variety of situational factors. This view suggests that ascertainment of needs must be a continuing process.

- * The chapter looked at possible influences on topics that are embedded in the questions researchers ask citizens about their "information needs." Most important in this study, the cue word "information" was not used in eliciting situations. It was felt that the cuing would constrain respondents to situations they felt could be dealt with only in existing systems, rather than in the kind of system which many information practitioners are attempting to build. Other impacts on topic distributions looked at in the context of the current study were: the order with which aided recall cues were used for eliciting topics; the impact of randomly probing one-half of the respondents for resolved situations, the second half for unresolved situations.

- * In addition, the topic distributions from this study were compared to those of eight other studies in which virtually the same topic foci content analysis scheme was used. This comparison was seen as focusing on a number of subtle influences, such as year, season, geographic location, population, current events, and observational base.

- * The guiding focus of the chapter, then, was to begin to isolate varying factors which might have an impact on the frequency and distribution of topics of "information needs." Since system planning decisions based on data collection have some risk attached, this chapter was seen as a beginning attempt to bring into awareness some of the factors that decision makers need to weigh when utilizing needs ascertainment data.

Results:

- * 88.7% of all respondents in the General Population sample named at least one problem, worry, or concern that they had had recently. On the average, respondents named 4.0 such needs.

- There was considerable diversity in the topics mentioned by respondents. No single topic category covered even 20% of all articulated needs.

- Topics identified in the present study, which did not use "information" as a cue word, were markedly different from other studies. In the current study, the category of concerns dealing with "Child care, family, & personal" was ranked first across all samples. In no other study did this category get a higher ranking than 6th.

- Within the current study, resolution state of situation (i.e. whether unresolved or resolved) did not show a sizeable impact on topic distributions. In addition, the order in which topic cues were given for aided recall did not show a difference in the distribution of topics.

- In comparing topic distributions across this study and the eight past studies, no two studies (all of which have used basically the same scheme for assessing topics of needs) had the same rank orders and distributions.

- The most notable differences in distribution of topics resulted from the observational base. Studies done of survey samples differed from those done of people who wrote to newspaper "action line" columns. Both of these differed from situations taken from an action agency roster. In two newspaper action line studies, consumer topics ranked first; in a study of a Chicano action agency, employment issues ranked first.

- Less dramatic differences across studies seemed to rest on factors such as whether it was an election year or not, the time of year the data were collected, or the geographical location. One study in an election year showed many public affairs issues; studies done in the fall more often showed educational issues; typically, studies done in larger cities showed more neighborhood and more crime and safety issues.

Conclusions and implications:

- In study after study, the diversity of "information needs" has been large. The same was true for the present study. This finding suggests potentialities for burgeoning information systems, as well as presenting dilemmas. The number of concerns is large, suggesting potential need for information services; but the sheer diversity can be difficult to handle. Systems designed to assist citizens with their needs will need to establish procedures for handling the diversity of their needs.

- The comparison across studies clearly showed that the "universe of information needs" does not exist in isolation. The expression of topics changed with the times, with the population, and with the method of gathering data. Not only do individual citizens have diverse needs, but also the diversity of needs collectively varies across time, space, and method. In this context, the system planner will need to acknowledge that [illegible]erent ways of assessing needs have an impact on needs assessment, and that needs assessment must be a continuing process.

- Results also indicated that the use of the cue word "information" in eliciting need statements had a marked impact on the kinds of needs expressed. Given that most past work shows relatively low use of existing "information systems" in coping with everyday needs, the information practitioner may want to free needs ascertainment from the cue word "information." The word may well constrain individuals to name concerns that they feel can be dealt with only in the confines of existing information systems, the very systems citizens indicate they rarely use.

Chapter VII: Situation Articulation

Overview:

* The perspective of this chapter was that of an information practitioner listening to the articulation of a "problem, worry, or concern" by a client. The information practitioner must ask himself these questions: What does the client want me to do? How can I help?

* Communication is the tool the practitioner has for determining what he can do and what the client wants him to do. With this tool, the practitioner needs to find out enough about where the client sees himself going (and where he has been), so that he can himself decide how to move. This chapter focused on implications for movement embedded in situation articulations -- movement of the client and movement of the practitioner.

* The practitioner must work within a living communication arena, and a stable picture of implications for movement is not easy to achieve. Articulation is fluid and changes over time. Every sentence uttered can well change inner perception for both practitioner and client. Thus, "stability" of articulations was also examined in this chapter.

* The complaint, information need, resource/service need typology was used to tap implications for information practitioner movement (what the client wants the information practitioner to do). The decision, problem, worry, and comprehending typology was used to look at dimensions of client movement. Both schemes were applied by coders using consistent rules to judge implications for movement.

Results:

* The majority of the brief articulations had no specification of a request for information, services, or resources. Only a third included a request for resource/service. Less than 10% were judged to be information needs.

* The most common articulation in terms of implications for practitioner movement was the complaint. Almost half of the articulations were solely complaints; almost three-fourths were complaints in combination with other movement implications, primarily resource/service needs.

* Specific topic areas did not generally vary from each other in their implications for practitioner movement. A few were less likely to be stated as requests for information, service, or resources, and more likely to be stated solely as complaints: neighborhood, consumer, discrimination & race relations, and legal.

* Unresolved situations were more often articulated as complaints. Roughly three-fourths of the unresolved situations were articulated as complaints, in comparison with slightly more than half of the resolved situations.

* Almost half of the articulations were not codeable on any dimension of the typology tapping implications for respondent movement -- decision, problem, worry, and comprehending.

* The most frequently coded implication was the problem state, roughly one-third of the articulations; next highest was worries (about 18%).

* Less than 5% of the articulations were judged to be comprehending states. Slightly more than 50% were judged to be decision states.

* There were some variations in coding of the DPWC states across topic areas. Housing and education situations were more likely to be judged as decisions; transportation and financial matters & assistance were more likely to be judged as problems; child care, family & personal concerns were more likely to be judged worries.

* Resolution state generally did not make a difference in how situations were coded in the DPWC typology. The one exception was unresolved situations, slightly more likely to be judged problems.

* In terms of stability of articulation, the use of the complaint and resource/service articulation mode was relatively stable over time. These styles showed less than 20% change over time. Information need states, on the other hand, were highly unstable, showing slightly more than 50% change over time. Thus, if a respondent was judged to have articulated an information need at one time, there was a 50% chance that he was not judged to have done so at another time.

* The decision, problem, worry, and comprehending states were all unstable over time. More than 50% of each of the original situations judged to be in one of these states was no longer in the same state at another time.

* Even resolution state showed change in articulation over time. Most unstable were initial descriptions of resolved. In all, about 20% of these were no longer resolved or even partially resolved at another time. Situations described as unresolved were more stable; less than 10% moved to the totally resolved category over time.

Conclusions and implications:

* While this study was not conducted in the context of client-information practitioner interactions, the findings clearly suggested that respondents did not provide clear implications for either practitioner movement or their own movement in their articulations. These results suggest that the information practitioner will need to become skilled

at alternative strategies for eliciting movement implications for himself and for his client, so that the two will not be heading in different directions.

* The most common articulation style was the complaint, a finding which suggests that clients may initially need a sounding board for their difficulties. While this step may be necessary, time and resource constraints on the practitioner will demand the use of strategies for more speedily and effectively getting to the movement articulations that lie beyond the need to complain.

* Very few of the situations were judged to be either information needs (i.e. situations in which respondents needed information) or comprehending states (i.e. situations in which respondents suggested they needed to understand something or get facts). In all cases, these two articulation modes were least frequently coded. These findings suggest that"information behaviors" are not a quickly emerging point of focus in situation articulations. Rather, these respondents talked more about their frustrations and the obstacles they faced. Thus, these respondents focused more on frustrations in their own movement states and were attending more to "ends" -- the places they wanted to reach. Information was not salient enough to emerge as a frequent focus of articulation. In the context of the premise of this study that people are constantly informing themselves, this finding suggests that information is more often seen as a "means." The information practitioner will need to become skilled not only in eliciting all movement implications, but also, in particular, in eliciting movement implications in which some form of information might play a role.

* In terms of the traditional emphasis in information systems on decision-making, this data showed that coders generally did not judge situations as decisions. The finding reinforces the notion that these respondents were focusing more on ends and frustrations than on means, at least in their initial situation articulations.

* Generally, the topic focus of a respondent's situation was not a good cue to what implications for movement were embedded in the articulations. There were some patterns, but the variance was so large within topic areas that the data suggest that the practitioner would be better off in not assuming any implications for movement on the basis of topic.

* Finally, the results indicated that articulation of both types of movement implications (for practitioner and client) was unstable over time. The most stable mode was the complaint, the very mode which gives the practitioner the least guidance for movement. The least stable mode was the information need. This finding reinforces that above, suggesting that "information" is not a central focus; (indeed, the mention of information concerns seemed almost capricious). Generally, the instability of the articulations suggests a need for practitioners to become skilled at using strategies that allow them to arrive at fairly stable pictures of what clients want.

* The instability of the articulations was further confirmed by the fact that even resolution state descriptions changed over time. In particular, respondents were more likely to move situations from resolved to unresolved. This finding suggests that within the context of an in-depth discussion of their situations, some respondents were "informing" themselves and changing their inner perceptions of their situations. This continuing "informing" process is one which the information practitioner could well learn to utilize in the process of rendering his service.

Chapter VIII: The Decision, Problem, Worry, and Comprehending Typology

Overview:

* While Chapter VII describes how respondent movement was assessed by coders on the basis of articulation, this chapter focused on the respondents' own assessments of how they were moving. Did a given respondent see himself as making a decision (choosing between two or more alternatives)? Did he describe himself as being in a problem state (getting around an obstacle to an already chosen goal)? Did he say he was in a worry situation (where he lacked control, lacked options, and was anxious)? Did he say he was in a comprehending situation (where he wanted facts and wanted to understand what was going on)?

* Respondent perceptions of how they were moving were seen as an important aspect of situationality in the context of the information practitioner-client interaction. If a client is heading in one direction (e.g. worrying) while a practitioner is heading in another (e.g. making a decision), the interactions will not be helpful.

* Respondent perceptions of their own movement in their focal situations were assessed on the basis of 19 closed-ended items which asked respondents such questions as: In this situation, did you need a basis for choosing between more than one alternative? Did you know what you wanted to do but something stood in the way? Did you feel you couldn't control things? Did you want more details on what the situation was about?

* The purpose of this chapter focused primarily on exploring the utility of the decision, problem, worry, and comprehending typology as an approach to describing respondent movement.

Results:

* Generally, the 19 decision, problem, worry, and comprehending (DPWC) items seemed to tap important aspects of respondent perceptions of their own movement directions. On the average across the 19 items, half of the respondents applied each of the items to their focal situations.

* The above conclusion was additionally reinforced by the fact that respondents in unresolved situations were somewhat more likely to apply the 19 DPWC items to their situations than respondents in resolved situations.

* Generally, the 19 DPWC items were effective in tapping the four a priori defined DPWC states. Thus, if an item was seen as a decision item, it intercorrelated highest with other decision items. The most overlap in the items occurred between decision-comprehending items and problem-worry items. Despite this overlap (to be discussed below), the findings validated the four movement states conceptualized for this study.

- When the application of the four states was analyzed within focal situations, the findings clearly indicated that respondents did not see themselves in one, and only one, movement state. The average respondent indicated that he was very much in one state and at least moderately in one or two other states. Thus, respondents saw themselves as either simultaneously or sequentially passing through different movement states.

- As indicated above, certain of the states were likely to overlap others. Decision and comprehending states were most likely to overlap. In particular, respondents in decision states said they needed a "better way of thinking" (defined a priori as a comprehending state). The data did not indicate why. It could be that these respondents found decisioning a cumbersome approach to their situations; it could be that decisioning was the better way of thinking that they found.

- Problem and worry states were also likely to overlap. In particular, respondents who saw themselves as trying to get around obstacles were also likely to say they felt they couldn't control things. It is also of note that situations seen as problem states were also less likely to have overlap with comprehending states.

- A factor analysis of the 19 DPWC items confirmed the description of the overlaps between the states. The factor analysis unearthed five, not four, basic approaches to situations. Two were decisions and problems, essentially as described above; the third was a comprehending factor; the fourth and fifth, different types of worry factors: an anxious worry approach and a problematic worry approach. In the fourth state, respondents saw themselves as anxious and out of control. In the fifth state, they saw themselves as being unable to do anything and having to be satisfied with the way things turned out.

- The comprehending approach which emerged from the factor analysis was primarily focused on objective information (INFORMATION$_1$) but had a secondary and important emphasis on internal information (INFORMATION$_2$). Thus, this approach was described by such items as "needed to get facts" and "wanted to get more details," as well as by "wanted a better way of thinking" and "felt couldn't predict what was going on."

- Because of the importance of the client's direction of movement, an analysis was done of whether various articulation variables were accurate indicators of movement. Thus, assessments of respondent DPWC states were derived from coder interpretations of respondent articulation, as well as from an analysis of the use of words by respondents which directly suggested one or more of the DPWC states. The major finding from this analysis was that the frequency with which either of these articulation variables could be coded was so low (less than half on the interpretations of movement; less than 15% on use of DPWC words), that they could not be used as reliable indicators simply because they were not present. For those cues that were present, the use of DPWC words by respondents was a fairly reliable indicator of movement state (e.g. a respondent who said he was deciding was often by his own assessment in a decision state). Coder interpretations of movement state based on articulation were, however, too unreliable to be useful. While coder interpretations were fairly reliable on respondent situations which were in a "pure" state (e.g. only a decision), they were highly unreliable in the more complex situations which constituted the majority of the sample.

Conclusions and implications:

* The major conclusion was that the decision, problem, worry, comprehending state typology was a useful way of looking at respondent direction of movement. The a priori established states were, in the main, validated by the results. Analysis indicated that the 19 items used to tap respondent assessments of their own movement grouped into five different approaches or strategies for situation facing: decision, problem, comprehending, anxious worry, and problematic worry. The clarity of the findings suggests that information practitioners may find it useful to elicit in these terms clients' perceptions of movement.

* It is important to note that the average respondent was likely to see his situation as being in more than one state. There were very few "pure" states (e.g. a situation seen only as a decision). This suggests that the information practitioner may well find clients who see themselves as taking several different approaches at one point in time or across time. Later chapters explore how these respondent movement states impacted on coping and information behaviors.

* Of special interest was the role of the comprehending state. Generally, respondents in all movement states noted that they were involved in some aspects of comprehending. This finding suggests that "information" is potentially relevant to various movement states. Of particular interest was the fact that respondents in problem states were least likely to show overlap with comprehending states. This finding suggests that the client who is trying to get around an obstacle may be focusing most of his attention on the obstacle and the frustrations it gives him. For the information practitioner, the finding suggests that the client in a problem state may be less focused on "information" and its possibilities for helping.

* The emergence of a problematic worry state is also of special interest to the information practitioner. In this state, respondents showed an acceptance of the problematic or unresolvable nature of their situations. In the context of the solution-oriented traditional human service delivery, this finding suggests that there may be other outcomes than solution per se that will be useful to clients.

- Information practitioners interested in finding ways to assess what kind of situation a client sees himself in will probably find the most effective way to be dialogue with the client. These findings clearly suggested that even on the basis of the lengthy articulations allowed in this study, coders frequently could not use their own interpretations of the articulations as indicators of where the respondents were. In addition to the low frequency of being able to code the articulation variables, the results showed that for more complex situations (the average situation in this study), straight uninterrupted articulation was an unreliable indicator, either because the articulations were not lengthy enough or because the coder assessed differently (even with training) than the respondent. These findings suggest the need for the information practitioner to develop skills in eliciting implications for movement from their clients. The ability to do so is crucial: The practitioner and the client will not be able to communicate effectively about the client's situation unless both perceive the same implications for movement in the situation.

Chapter IX: The Embeddedness of Situations

Overview:

- An individual who comes to an information practitioner is bound in some kind of situation which he feels required connection to a practitioner. It was the premise of this study that the only way the practitioner can be helpful is by dealing with the individual's view of the situation.

- One potential way that respondents can describe their situations is by using the embeddedness of the situation, since individuals are bound into situations embedded to varying degrees.

- This chapter looked at three kinds of embeddedness -- social (i.e. other people are bound into the situation); situational (i.e. the situation is connected to other situations); and perceptual (i.e. the situation is difficult to understand or requires a special perspective). The three types of embeddedness were seen as aspects of situationality.

- It was reasoned that an individual who is bound into an embedded situation will behave differently from one who is not in an embedded situation. For this reason, the embeddedness variables were analyzed with respect to respondent movement (i.e. DPWC states) and resolution status.

Results:

- Social embeddedness: Over three-fourths of the focal situations involved one or more other human entities. The average number of other human entities involved was 1.6 per situation.

- Situational embeddedness: Three measures of situational embeddedness were taken. The majority of focal situations were seen by respondents as tied in with other situations, as growing out of other situations, and as causing or leading to other situations.

- Perceptual embeddedness: Two items tapped the perceptual embeddedness of situations. Over half the respondents found it hard to get at the heart of their situations. More respondents found it necessary to both stand back and get up close to their situations than to take just one of the perspectives.

- Resolution status: Unresolved situations were both more situationally and more perceptually embedded than were resolved situations. There were no notable differences in social embeddedness across resolution status.

- Respondent movement (DPWC states): Both situational and perceptual embeddedness varied across the DPWC states. Decision states were the most situationally embedded but the easiest to get at the heart of.

- In contrast, worry states were the least situationally embedded and among the hardest to get at the heart of. Problem states were hardest to get at the heart of and were situationally embedded as well. Comprehending states were relatively hard to get at the heart of and low in situational embeddedness.

Conclusions and implications:

- The only embeddedness variable that did not seem to distinguish between various situation states was social embeddedness. Both of the other two measures of embeddedness showed marked differences, suggesting that the embeddedness construct is a useful situation descriptor.

- Unresolved situations were both more situationally embedded and more perceptually embedded. Thus, they were harder to get at the heart of and more connected to other situations. Why this finding was obtained can only be conjectured: It may be that some of these unresolved situations were in their early stages and not enough time had passed for respondents to separate out events and achieve some clarity; it may be that unresolved situations were more "unresolvable," and because of their "unresolvability" were seen as more embedded situationally and perceptually. For whatever reason, the information practitioner will deal for the most part with unresolved situations and can expect the kinds of complexity of situation description that these embeddedness variables imply.

- Interestingly, decision states were by far the most situationally embedded, and worry states were the least embedded. This finding suggests that situational embeddedness does not necessarily mean inability to move. When decision and worry states were compared on perceptual embeddedness, the findings reversed themselves. Decisions were least often perceptually embedded and worries were most often perceptually embedded. Thus, decisions were more situationally connected but easier to get at the heart of. Worries were less situationally connected but harder to get at the heart of. This finding suggests that some degree of clarity or lack of ambiguity is needed before the respondent can describe his situation as situationally embedded. It is possible that the respondent in a worry state is unable to identify connections and therefore sees his situation as less embedded. Decision states, in contrast, may be ones in which the individual has journeyed long enough to have a clear picture; although he sees the situation as embedded, the picture remains clear. The embeddedness of the remaining DPWC states -- problems and comprehending states -- also reaffirmed the utility of the embeddedness concept. Problems, which by definition are situationally embedded, were seen by respondents both as situationally and perceptually embedded. Comprehending states, while low in situational embeddedness, were relatively high in perceptual embeddedness. These findings suggest that the presence of obstacles to goals may create a degree of perceptual confusion, and that the comprehending approach may be the one taken in the presence of such confusion.

* In sum, then, embeddedness varied in interesting ways, showing different results depending on which of the states respondents were in: whether resolved or unresolved, whether decision, problem, worry, or comprehending. This is, perhaps, the major conclusion to be drawn: Embeddedness appears to be a useful situation descriptor in the context of how the individual sees himself moving and where he sees himself in time.

Chapter X: Tactics for Situation Facing

Overview:

- * The perspective of this chapter was that of an individual moving through his situation. The sequence of coping methods he employs were of primary interest. Both HOW an individual moved through his situation and WHY he moved the way he did were seen as important aspects of his movement.

- * The HOW emphasis looked at behaviors for coping with the situation, called tactics. It was reasoned that how a person moves through his situation depends on where he sees himself as going and on his perceptions of his situation. HOW behaviors were coded into five general categories: 1) pointing/directing, in which an individual focused on entities in his environment or directed his own behavior; 2) connecting, in which an individual made contact with another human entity; 3) stopping, in which an individual was no longer moving because something had stopped him or he had stopped himself; 4) repeating, in which an individual did something over again; and 5) continuing/agreeing/giving in, in which an individual kept moving in an already established direction. These HOW behaviors were seen as a beginning attempt in looking at INFORMATION$_3$, the procedures by which people inform themselves. While past research has belabored the fact that very few citizens use formal information systems in the process of facing everyday situations, this study focused on how people inform themselves generally, with the intent of extrapolating the findings to how agencies might help.

- * It was also assumed that tactic use has intent and reason (i.e. when a person uses a coping tactic, he expects it to have some kind of utility in his coping process). These tactic utilities are, in a sense, the end product or the WHY of his behavior, the purposes of his movement. The WHY of movement was tapped in this study by asking respondents how tactics helped and why they didn't.

- * It was further assumed that the HOW and WHY of movement have some connection to where an individual sees himself in time and where he sees himself as going. For this reason, resolution state of situation and DPWC movement typology state were used as comparison variables in this chapter.

Results:

- * One class of findings dealt with what respondents were paying attention to as they moved through their time lines. Of all the different 2000-plus events described on the time lines, over half focused on self and about one-third focused on other human entities.

- * Roughly 1 out of 10 time line steps (events) focused on internal states of self (e.g. emotion, beliefs, ideas).

- As respondents moved through their time lines, their attention to self increased.

- Another class of findings dealt with whether respondents saw themselves as actors, recipients of others' actions, or as observers. In slightly over one-third of the steps, respondents saw themselves as actors, and in slightly less than one-third each, as recipients and observers.

- An in-depth analysis of the behaviors respondents reported as they moved through their time lines showed a wide variety of different coping behaviors.

- Respondents reported that they most frequently used active pointing/directing, almost three times as often as they reported that they were the recipients of pointing/directing from others. In fewer than one of ten steps did respondents report that they were actively connecting to sources, again three times as often as they were contacted by others.

- The second most frequently reported behavior was being stopped by other entities (human or otherwise).

- In only a very few steps did respondents report that they were making a decision or that they needed, received, found, or provided information. There was not one single mention of the use of a library.

- There were differences among the DPWC states (how a respondent saw himself moving). Decisions showed somewhat more pointing/directing, problems and worries showed more stopping, and comprehending situations showed somewhat more connecting.

- While the relative use of connecting, active stopping, and continuing was very low, all three tactics increased somewhat over time as respondents moved through their focal situations.

- The above findings are based on the content analysis of respondent reports of the events that took place as they moved through their situations. An additional analysis of coping behaviors was done in a series of 13 closed-ended items which asked respondents if they had complained to someone, found someone who agreed, changed view of the situation, read something relating, got emotional or angry, put situation out of mind, talked to someone, spent time thinking, tried out possible solution, eliminated an approach, compared at least two alternatives, got outside help, or asked someone else what to do. Respondents used a wide variety of these behaviors: each tactic was used by at least one-third of the respondents and some by as many as three-fourths.

- Some tactics were used more often than others. The most popular tactics were: complain to someone, get emotional or angry, and spend time thinking. The least popular were: change view of situation, try out possible solution, and eliminate an approach. Three of the five most-used tactics were interpersonal in nature, while both of the least used were elements of what is traditonally defined as decision-making.

- A factor analysis of the 13 tactics indicated that they grouped into five independent approaches or strategies. These were: an interpersonal approach, a decisioning approach, a cognitive approach, a get-someone-to-help approach, and an emotional approach. Although any given respondent was likely to use two or more of these approaches, the factor analysis indicated that a given respondent was probably most likely to be a high user of one approach, a moderate user of several others, and a low user of the rest.

- In resolved situations, respondents were more likely to have reported that they had read something relating and that they had eliminated an approach. In unresolved situations, respondents were more likely to have complained to someone, found someone who agreed, got emotional or angry, talked to someone, and asked someone what to do.

- Respondents in decision states showed generally higher use of all tactics and, in particular, of the decisioning and cognitive tactics. Respondents in worry situations were more likely to have used emotional and interpersonal tactics. Respondents in problem situations were more likely to have used the get-someone-to-help tactics. Respondents in comprehending situations were slightly more likely to have used cognitive tactics.

- Respondents in worry situations (where they lacked control) used interpersonal tactics more, but they still made quite substantial use of such cognitive tactics as read something relating and spend time thinking.

- On the whole, cognitive tactics showed the least difference between the states.

- Some of the most often used tactics were considered the least helpful, and vice versa. Get emotional and angry and complain to someone were rated least helpful of all, yet were both used by a majority of respondents.

- The least often used tactic, changed view of situation, was rated second most helpful. The most helpful tactic was get outside help.

- The three other most helpful tactics were: compared at least two approaches, talked to someone, and found someone who agreed with you. Of the five most helpful tactics, two were interpersonal, one was get-someone-to-help, one was a decision tactic, and one was cognitive.

- When asked how tactics helped or why they didn't, respondents gave a variety of answers, indicating that reasons for tactic use varied from situation to situation. Respondents were less articulate about why tactics didn't help than about how they did help. Over three-fourths of the reasons given for why tactics didn't help simply were, "It didn't help" or "I didn't make progress."

- For tactics which helped, the results indicated great diversity, but some of the tactics were differentiated from the others in terms of how they helped users. The three cognitive tactics (change view of situation, read something relating, spend time thinking) all were cited by at least half of the respondents because they allowed respondents to clarify or understand their situations. The two emotional tactics (get emotional or angry and put situation out of mind) were cited by at least half of the users because they helped them achieve self control. Two of the interpersonal tactics (found someone who agreed and talked to someone) were cited by nearly half of the users because they got social support and confirmation. The rest of the tactics did not show such clear patterns.

Conclusions and implications:

- Results confirmed the need for the information practitioner to allow the client to relate whatever service the practitioner is rendering to the client and his own vision of self-in-situation. Respondents focused a great deal of attention on self, less on other human entities, and least on non-human entities. The traditional emphasis in information services, providing people with information to choose between objects (e.g. housing, consumer goods, institutional services), would appear to be too object-oriented, leaving the client with "information" in hand about objects but uninformed about human dimensions in the situations which capture most of his attention. Even in the traditionally information-oriented decision state, respondents indicated a great need to focus on self.

- While the focus on internal states of self occupied only 1 out of 10 events in the average respondent time line, the results suggest that people are continuously informing themselves by turning inward to make internal sense. The information practitioner who delivers INFORMATION_1 (objective information) without allowing the client to turn inward and make internal sense (INFORMATION_2) may leave the client uninformed about how to move and, therefore, unable to utilize the very service the practitioner is trying to provide. This implication is further reinforced by the fact that respondents said they turned inward more often as they moved through their situations. In early situation states, respondents did more reading of their external environments; as they progressed, they looked more at internal states of self. These data suggest not only that turning inward has a necessary controlling function but also that the information practitioner might usefully plan some timing strategies for focusing client attention inward.

- Findings confirmed past research which indicates relatively low use of "sources." In the main, these respondents propelled themselves through their situations. In the context of the information practitioner-client interaction, the finding further reinforces the notion that the "helper" is, to an extent, simply someone the client intersects with while on his journey.

- Although respondents indicated that they were constantly informing themselves by a variety of means (e.g. the high use of pointing/directing), they did not pinpoint "information" as a relevant end-product and did not explicitly talk about "information" as they described their situations. This finding agrees with earlier findings (see Chapter VII) which suggest that in describing their situations clients are more likely to focus on their own ends rather than on "information." This finding seems logical: If "information" is not seen as an end, it would rarely be mentioned; the results of being informed would be mentioned instead. This important finding suggests that a more meaningful focus for the client, both in publicity and in service, would be a non-information focus.

- Data also indicated that respondents rarely described themselves as making a decision (i.e. explicitly comparing two or more options). Yet, a substantial number of respondents described their situations as decision situations (see Chapter VIII). While the data do not speak to this issue, the results suggest that respondents did not see themselves as using the traditional matrix approach to decision making (i.e. comparing all possible options at one point in time). Rather, it appears that respondents approached decision making sequentially (i.e. assessing one option and then moving on to another). If this is the case, the traditional matrix approach to decision making may have less utility than is usually assumed.

- Although use of contacting others, stopping to think and reassess, and continuing after reassessment was relatively low, all three tactics increased in use over time as respondents moved through their situations. This hopeful finding for information practitioners indicates a potential for citizen use of formal sources, particularly in situation reassessment.

- Analysis of closed-ended tactic items indicated that respondents saw themselves as using a wide variety of tactics and showing tactical preferences. Interpersonal tactics were among the most used; decisioning tactics, among the least used. Taken alone, this finding suggests that information practitioners will be able to make fewer uses of decisioning approaches than currently is assumed. In addition, the results indicate a need for alternative strategies for dealing with the interpersonal approaches these respondents used most often.

- Factor analysis indicated that respondents tended to have consistent strategical approaches to their situations. Five independent approaches emerged: interpersonal, decisioning, cognitive, get-someone-to-help, and emotional. Any given respondent was likely to be a high user of one or two approaches and a moderate to low user of the other approaches. For the information practitioner, these results suggest that a given client may well have a set of strategic preferences for facing his situation. Any service the practitioner can deliver will need to make sense to the client within the context of his preferred approaches.

- Results also indicated that where respondents saw themselves in time and where they saw themselves heading made a difference in tactic use reports. For example, respondents in decision states showed higher use of decisioning and cognitive tactics; respondents in worry states showed higher use of emotional and interpersonal tactics; respondents in problem states showed higher use of get-someone-to-help tactics; respondents in comprehending states showed slightly higher use of cognitive tactics. Not only do these results confirm the utility of the DPWC index states as a way of looking at respondent movement states, but also they give information practitioners some preliminary guides on possible tactic preferences.

- Also encouraging for the information practitioner is the finding that comprehending tactics showed the least difference across situational comparisons. Even respondents in worry situations (where they lacked control) made use of cognitive-comprehending tactics such as read something relating and spend time thinking. Since, by definition, worry states are more likely to be unresolvable, this result suggests that information services need not be tied to resolutions in the traditional sense of the word: the client may well need to inform himself to maintain a sense of control. Generally, all the different situation approaches showed substantial use of cognitive tactics. It should be noted, however, that these cognitive tactics included not only objective information seeking (INFORMATION_1) but also internal sense making (INFORMATION_2). Clearly, to be meaningful to the client, the practitioner's role must go beyond an INFORMATION_1 focus.

- Helpfulness ratings on different tactics also indicated support for the information practitioners' potential role. Some of the most used tactics were deemed least helpful by respondents (e.g. get emotional and angry, complain to someone). In contrast, the most helpful tactic was get outside help. Further, the second most helpful tactic was the least used cognitive tactic -- change view of situation. These findings indicate a potential role for the practitioner as well as one possible focus for that role.

- When asked how tactics helped or why they didn't, respondents gave a wide variety of answers indicating that reasons for tactic use varied from situation to situation. Respondents were less articulate about why tactics didn't help than about how they did. Over three-fourths of the reasons why tactics didn't help were simply "it didn't help" or "I didn't make progress toward resolution." In contrast, a wide variety of reasons was given for how tactics were helpful. In addition to making progress or helping them, respondents said that tactics gave social support, self control, help in planning, and clarification. If these findings are extrapolated to the role of the information practitioner, they suggest that the practitioner who doesn't help will be evaluated primarily in terms of his lack of assistance in resolution. The practitioner who does help, however, will be evaluated on a wide variety of utilities. This finding suggests that one goal for the practitioner may be to determine what will help the client. However, resolution is not necessarily all that will help a client. For these respondents, being helped was more than making progress toward resolution. Data suggest, then, that the goals of the information practitioner could be enlarged.

* For the most part, the data also suggested that a given tactic did not necessarily yield a given utility. Although there were logical connections (e.g. cognitive tactics were most often cited for clarification, emotional tactics most often cited for self-control, interpersonal tactics most often cited for getting support and confirmation), the diversity of utilities named across tactics was large enough to indicate that accurate predictions could not be made simply from knowledge of tactic type. For the information practitioner, this finding clearly suggests that the only way to know what a respondent will find useful is to ask.

* Finally, it is important to note that respondents rarely cited "information" per se as a utility. Rather, they said they got understanding, clarification, sense. These respondents were talking about getting informed, not about getting information. Again, the data suggest that the information practitioners' role might best de-emphasize its traditional pure objective information function and emphasize its informing function.

Chapter XI: The Involvement of Others in Focal Situations

Overview:

* Respondents were asked what other people were involved and how these others were involved in their focal situations. This chapter looked at these "others" (individual people or groups) respondents intersected with as they moved through their time lines.

* In most past studies focusing on how people face situations, the questions asked were loaded. Instead of asking who was involved and how, past studies typically asked "Who helped you? Who did you get information from?" There were other difficulties in this past approach: 1) it assumed that "help" is obtained only through explicit, planned contact with formal or professional sources; 2) it assumed that all contacts with formal or professional sources were "helpful."

* Common knowledge insists that individuals get informed in unlikely places, by unlikely events and unlikely people. In this study, each of the others that respondents said were involved in their focal situations was analyzed in terms of his "institutional" versus "peer/kin" affiliation, and in terms of the nature of his involvement in the situation.

* This study did not assume that others were helpful. Nor were respondents constrained to describe only helpful others. The nature of involvement in the situation was taken broadly, and a series of eight yes/no questions was designed to tap this involvement. Was the "other" a helper? a barrier? someone the repondent was helping? a professional? someone with the same role as the respondent in the situation? someone who the respondent had a gap with (i.e. wants to contact or reach)? an object of antagonism? someone who had control over the respondent? By using these items, a respondent could identify any combination of types of involvement, thereby describing the role of others in his focal situation.

Results:

* Most of the entities respondents named were identified as having peer/kin affiliations. Only half as many (fewer than one-third of all entities) were identified as having institutional affiliations.

* The greatest number of institutional entities identified were merchants/sellers of products/services, not representatives of non-profit organizations (e.g. government, education, social service).

* Most likely to be identified as helpers were merchant/sellers. Fewer than one-fourth of the other institutional entities were identified as helpers, and only about one-sixth of the peer/kin entities were identified as helpers.

- Both institutional and peer/kin entities showed a great deal of diversity in the nature of their involvement in focal situations. For example, one-sixth of the other institutional entities (primarily from non-profit organizations) were identified as blockers/victimizers, one-eighth as objects of antagonism, and one-half as professionals.

- Only one institutional entity out of 55 named was explicitly identified as being a representative of an information agency.

- Nearly half of the other entities involved were considered to be people in the same role in the situation as the respondent, and nearly one-fourth of the entities were identified as needing help.

Conclusions and implications:

- The findings suggest that relatively few people seek out non-profit helpers. If anything, the findings suggest that people find help when and where they can, and from whomever they can obtain it.

- Both groups of entities involved (i.e. both peer/kin and institutional) showed a great deal of diversity in the nature of their involvement. This study purposely avoided across time-space attributes of the respondent, reasoning that such attributes are measures too gross to be useful in the context of situation-facing. The same rationale may be applied to the attribution of other entities with across space-time attributes. These are labels removed from behavior: from the viewpoint of the recipient, the title "helper," does not necessarily mean that help is delivered.

- Although people were constantly informing themselves, they rarely said they were seeking information and rarely sought it from those identified with information agencies.

- Many other entities were identified as being in the same role as the respondent in the situation. Thus, these entities were fighting the same causes, suffering the same woes, making the same decisions. In addition, nearly one-fourth of the entities were seen as needing help. From these two findings, there emerges an interesting implication for the information practitioner: the notion of the hidden client. These data suggest that the actual client may be moving _with_ or _for_ at least one other person. It is reasonable to expect that a client in a situation with one or more hidden clients will behave somewhat differently from one who is moving alone. At the very least, the client is somewhat constrained because he is not moving alone.

Chapter XII: Information

Overview:

* This chapter focused on the "information" respondents sought or found while moving through their situations. In many ways, this was the central chapter of the report, since information is of central concern to the information practitioner.

* The purpose of this chapter was to take a different look at "information" than had been possible in past research because of its constraining assumptions. The purpose had three major focuses: 1) to determine WHAT individuals moving through everyday situations called "information"; 2) to determine HOW these individuals sought or created this information; 3) to determine WHAT USE they put information to.

* Most past work had assumed that information is objective, factual, reality describing. In this report, information was defined by respondents as whatever they "tried to find out or learn or come to understand." The definition of information here was receiver-based, not observer-imposed.

* Past work typically had emphasized only factual or objective information. This report emphasized as information anything that helps the individual inform himself as he moves through his journey. This may be INFORMATION_1 (factual information) or some cognitive re-organization which yields a new understanding (INFORMATION_2), or some combination of the two. As an individual moves through a situation, it was assumed that he constantly assesses objective reality and fits these assessments into his internal reality. As he does this, he uses a set of self-informing behaviors that can be thought of as an additional type of information (INFORMATION_3).

* Although most past work also had assumed that the single purpose of getting information was to make good decisions, this chapter assumed that there were multiple purposes for seeking or creating information. These purposes can be thought of as the utilities of information or the functional units.

* It was one of the premises of this study that information per se is rarely an end product in an individual's life facing processes. When information is used or sought or created, it is for other purposes (e.g. to get reassurances, to remain calm, to control self). It is also constraining to say that decisioning is the purpose of an individual's journey. Clearly, people move through many different kinds of situations and see them in many different ways; some situations, as seen by individuals in them, simply may not be amenable to decisions.

* These specific questions were asked in this chapter: 1) What things did respondents try to find out or learn or come to understand?

2) How easy was it for them to find these things? 3) How did they go about finding them? 4) How successful were they in finding them? 5) How helpful were the things they found: How did the things help; what uses did they make of the things they found?

Results:

1) What things did respondents try to find out or learn or come to understand?

* Nearly three-fourths of the respondents reported that they looked for one or more information things (an average of 1.5).

* Amount of information seeking differed across the decision, problem, worry, comprehending states. Respondents in decision states sought the most information things on the average; respondents in worry states sought the fewest.

* Respondents in all kinds of situations sought a wide variety of different types of information. Of the 56 different sub-categories of information types, only 6 had no cases. Even the most often cited category -- what are resources/services -- had only slightly more than one-tenth of the information things coded in it.

* Only about one-tenth of the information things sought focused on learning options/alternatives. Of the major categories of information types, the most often mentioned were: assess situation/system, learn reasons/underlying motives/causes/history, procedures for implementing solution/dealing with situation. Least mentioned were: turn to others for their ideas/opinions/agreement, and locate self/situations/others in time and space.

* What kinds of information respondents were seeking varied across resolution state and across the decision, problem, worry, comprehending index states. Respondents in unresolved situations were more likely than those in resolved situations to seek information on assess system/situation and on turn to others for their ideas/opinions/agreement. They were less likely to seek information on options/alternatives.

* Respondents in worry states were more likely to seek information to assess situation/system; respondents in decision states were least likely to seek this information type. As would be expected, respondents in decision states were more likely than respondents in other states to seek information on options/alternatives; respondents in problem states were more likely to seek information on reasons/causes/underlying motives/history.

2) How easy was it for respondents to find information things?

* Respondents reported that the most sought after types of information were not always the easiest to find. The easiest type to find (locate self/situation/others in time & space) was least sought after. The most difficult type to find (learn reasons/causes/underlying motives/history) was the second most frequently sought after type.

- Generally, over half of the respondents reported that the information things they tried to find were easy to find.

- Respondents in unresolved situations felt that information was harder to find than did respondents in resolved situations.

- Respondents who reported that they used professional or institutional sources saw information as somewhat less easy to find than those who did not use these sources.

3) How did respondents go about finding information?

- Although in the time line descriptions of the events in their situations (see Chapter X) fewer than half of the tactics were respondent as actor, for information seeking 9 in 10 of the tactics were respondent as actor. Most of this difference was produced by the marked increase (8 times) in active connecting to sources.

- It must also be noted that most of these connections to sources were to informal sources, not to professional or institutional sources. Fewer than one-third of all information things were sought from formal sources, more of whom were merchants/sellers than any other type. Only 7.1% of the formal sources named could be called information practitioners.

- While a majority of the information things were sought by connections to sources, a substantial number were sought by respondents doing their own pointing/directing. Slightly more of those things sought by active pointing/directing tactics were seen by respondents as easy to find than of those things sought by connecting to sources.

4) How successful were respondents in finding information?

- Respondents were generally successful in finding two-thirds of the information things they sought.

- Success varied somewhat across resolution state, with respondents in resolved situations being more successful than respondents in unresolved situations.

- Success also varied across the DPWC index states. Differences were small, but respondents in decision states were the most successful, respondents in problem states, the least.

- The type of information for which respondents had least success (only about one-half success) was reasons/causes/underlying motives/history.

- As would be expected, information things that were seen as easy to find were also reported as being more successfully found. Respondents reported somewhat less success in finding information things from professional and institutional sources than in finding things not using these formal sources.

- Respondents said that the tactic of being pointed/directed by others was successful in 9 out of 10 instances. The least successful tactic was respondent stopping self.

5) How helpful were the information things found: how did they help; why didn't they help?

- Overall, respondents judged that 8 of 10 of the information things they found were helpful.

- How respondents evaluated the information varied, depending on whether the information was seen as helpful or not helpful. Non-helpful information was evaluated primarily in terms of the fact that it didn't lead to progress toward resolution. Helpful information, however, showed a wide diversity of utilities. The two most frequent reasons were made progress toward resolution and got clarification; also fairly frequently mentioned were helped in planning and got control of self.

- Although respondents in unresolved situations were less likely to find helpful information than respondents in resolved situations, they still reported that nearly three-fourths of the information found was helpful. Respondents in unresolved situations evaluated the helpfulness of information on a more diverse set of criteria than did respondents in resolved situations.

- Different information types showed some differences in their degrees of helpfulness. Interestingly, the most sought after information (assess situation/system) was judged least helpful, and the second most sought after information (procedures for implementing solution/dealing with situation) was by far the most helpful.

- Different types of information helped respondents in a variety of ways that did not necessarily correspond intuitively with the information types. The diversity of relationships between information type and utility was so great that no utility was cited for even one-half of the information things in a category.

Conclusions and implications:

- Findings supported the notion that information is seen more as a means than as an end. When asked to describe how they coped with their situations, respondents rarely mentioned "information behaviors." When asked specifically to talk about the things they tried to find out or learn or come to understand, a great deal of information behavior emerged. The difference is important for the practitioner: it suggests that the practitioner needs to develop alternative strategies for eliciting the information implications of situations, at the same time allowing clients to focus on concrete events and ends meaningful to them.

* Present information systems are designed primarily to serve citizens in decision states, by dealing with objective information (INFORMATION$_1$). However, respondents in problem states and in worry states also reported considerable information seeking. These data suggest that a broader role is possible for the information practitioner, and that new forms of service will need to be developed in order to help clients with the broad set of things they call information.

* Findings indicate that respondents at different points in time (i.e. in unresolved and resolved situations) and moving in different places (i.e. in decision, problem, worry, and comprehending states) were seeking somewhat different types of information. Awareness of such differences should be helpful to the information practitioner.

* Respondents were actively trying to make sense out of their situations, or inform themselves. For example, self-initiated information seeking, though less frequently used, was seen by these respondents as somewhat more likely to produce results. This finding suggests the importance of building self-informing processes into information practitioner services.

* Findings confirm the relatively low use of formal sources pinpointed in past research. In addition, respondents making use of professional and institutional sources saw information as somewhat less easy to obtain and reported that they were slightly less successful in finding information. These findings have several possible implications: It may be that respondents brought somewhat more difficult questions to these sources; it may be that the professional and institutional sources became barriers to information seeking. Important for the practitioner is an awareness that respondents felt they did as well or better in seeking information by other means as they did by seeking information through formal sources. This finding may represent a negative expectation that information practitioners will need to work against.

* The effect of the above implication is somewhat tempered by the fact that respondents reported that the most successful tactic for information seeking was being pointed/directed by others. However, even though highly successful, this tactic was also the least used. The finding on the success of being pointed/directed by others, nevertheless, suggests a potential role for the information practitioner.

* Respondents at different points in time and heading in different directions were all likely to report success in information finding. The differences obtained could be a result of a number of factors, the most likely being the fact that some respondents were seeking information for problematic situations in which information is harder to obtain.

* Non-helpful information was evaluated primarily in terms of whether or not it provided progress toward resolution. Helping information, however, was judged both for the progress it gave and for the clarification it provided. This finding suggests that helpful information does not necessarily have to lead the individual toward resolution.

In the context of problematic situations, this finding is an encouraging one for the information practitioner, since not all of these respondents were heading solely for resolutions. In the context of the advocacy issue (i.e. whether information practitioners can enter the advocacy arena), these findings suggest that helping clients inform themselves may be an alternative.

* The findings suggest that the type of information a client may first ask for may not be what he will eventually determine to be most helpful. Again, the information practitioner needs to develop skills at allowing the client to explore and describe his situation, thereby allowing the client quickly to pinpoint what information will be most helpful.

* The lack of a pattern in the utilities of the major types of information suggests that information practitioners cannot judge in advance the utility of a particular type of information.

Chapter XIII: Hypothetical Use of Experts

Overview:

* All preceding chapters have dealt solely with data obtained by retrospective recall of events. Respondents were not asked to make predictions about hypothetical behaviors. Instead, respondents were asked retrospectively to report on past events. It was felt that this approach was more appropriate to the situationality emphasis of this study, since asking respondents to tell how they would cope with events that have not yet happened and may never happen defies the meaning of situationality.

* However, in this chapter and in Chapter XV, exceptions were made to the use of data solely collected by retrospective recall. In the context of this study, it was generally assumed that if enough was known about how people "informed" themselves, the results could be extrapolated for use by information practitioners wishing to establish more effective and helpful "information" agencies. However, the retrospective recall approach had a major limitation in terms of assessing how individuals might use an information agency in the process of coping with their everyday needs. Since past studies consistently indicated that the use of such agencies was very low, there was no expectation that the current study would obtain enough actual use-of-agency data to make generalizations. Findings in the current study confirmed this expectation (see Chapters X and XII).

* It was decided that individuals would be able to talk hypothetically about use of an expert to answer questions for a situation that they themselves had defined. Therefore, each respondent was asked to relate to a hypothetical expert in the context of an actual situation.

* This potential client-information practitioner interaction was approached through the two sets of client perceptions important to the understanding of the situation as the client sees it: 1) knowing what the client wants the helper to do or be; 2) getting the client's impressions of himself and of his situation. Thus, respondents were asked what questions they would ask an expert if one were availabe for their focal situations; then they were asked what things they would want the expert to know about them and their situations so that he could be really helpful.

Results:

* Over three-fourths of the respondents in both resolved and unresolved situations had at least one question that they would ask an expert. Almost half said they would ask two or more questions.

* The questions respondents said they would ask experts covered a wide variety of types: 45 different sub-categories of the content analysis scheme.

- While resolution state did not predict the likelihood of a respondent having questions for an expert, it did predict differences in the types of questions asked. Respondents with unresolved situations were more likely to ask questions to assess the situation/system; respondents in resolved situations were more likely to ask questions to locate self/situation/others in time and space.

- The results also clearly indicated that respondents in different DPWC states would ask different questions of an expert. Respondents in decision states were more likely to ask questions allowing them to assess the situation/system and [illegible]cate themselves/situation/others in time and space. Respondents [illegible] problem states, in contrast, were more likely to ask questions about options/alternatives/procedures. The respondent in a worry state, however, was more likely than respondents in other states to ask questions about reasons/causes/underlying motives. Finally, respondents in comprehending states, like those in decision states, were more likely to want to assess the situation/system.

- The kinds of things respondents actually tried to find out about their situations and the things they would ask an expert were different. Respondents said they would ask an expert about options/alternatives and about where they/the situation/others were in time and space more often than they actually sought this information. In actuality, they had tried to find out more about reasons/causes/underlying motives/history and the ideas/opinions/agreements of others than they said they would ask an expert.

- In all, 60% of the respondents said there was at least one thing they would like the expert to know about themselves and their situations in order to help them. The three most frequent types of things the respondents named were: what the situation is like, respondent's available resources, and respondent's personality and likes and wants.

- Situational differences had some impacts on the kinds of things respondents wanted experts to know. Respondents in unresolved situations were more likely than those in resolved situations to want experts to know about their available resources, their own internal states, and their abilities to cope with the situation. Respondents in resolved situations, in contrast, were more likely to want the expert to know about the behaviors of others, their social contacts, and the internal states of others. Thus, respondents in unresolved situations focused more on themselves; respondents in resolved situations focused more on others.

- The same pattern of differences was found across the DPWC index states. Respondents in decision states were more likely to want an expert to know about their characteristics; in problem states, what they had done already or could do toward resolution; in worry states, about the restraints affecting them; in comprehending states, about the nature of their situations.

- Despite the frequency with which respondents indicated they had questions for experts, almost half of the respondents thought it not at all likely that a library would have helpful information.

Conclusions and implications:

- The fact that respondents did have questions for experts suggests the potentialities of the information practitioner role. The variety of questions, however, was great. Clearly, no one information practitioner could deliver an answer to every client question. However, the practitioner could be trained to instruct clients how they could better inform themselves. In addition, back-up referral services will obviously be needed.

- Interestingly, the number of questions for experts was not reduced by resolution state. This finding suggests that there is a role for the practitioner that is independent of the traditional concept of resolution.

- How a respondent saw himself moving (i.e. in a decision, problem, worry, or comprehending state) made a marked difference in the kinds of questions respondents wanted to ask an expert. Certainly, the DPWC typology is a useful means of helping practitioners anticipate the kinds of questions clients may ask.

- However, practitioners should be aware that the kinds of questions respondents said they would ask and those they actually tried to answer in their situations differed somewhat. This discrepancy may have been due to the hypothetical nature of the question about experts; it may have been due to the fact that respondents had been involved in an in-depth description of their situations and therefore their pictures of their situations had changed. In actuality, respondents tried to learn more about reasons/causes/underlying motives/history and about the ideas/opinions/agreements of others in their own movement through their situations than they said they would ask these things of an expert. These differences support the notion that where a person is makes a difference in the questions he asks; these differences also suggest that in actually moving through situations, respondents place more emphasis on internal information (INFORMATION$_2$) than on objective types of information (INFORMATION$_1$).

- The findings also clearly show that the client was likely to have a number of things he wanted the information practitioner to know about him and his situation. These results support the notion of situationality. The most frequent class of things the average respondent wanted an expert to know was what his situation was like, what his resources were, and what he was like (his personality and likes and wants). Essentially, then, these data suggest that the client will want to define his own situation in terms of how he sees it.

- What respondents wanted an expert to know varied under different situational conditions, further supporting the situationality concept. Respondents in resolved situations focused more on descriptions of others; respondents in unresolved situations focused more on descriptions of self.

- The kinds of things respondents wanted an expert to know were markedly different across the DPWC states. The data suggest that clients who see themselves in decision states will be more likely to want the information practitioner to know about their own characteristics so the resulting decision has a good fit. Clients in worry states will be more likely to want the information practitioner to understand all the restraints they are operating within and why they lack control. Clients in comprehending states will be most likely to want an expert to know the nature of their situation. Clients in problem states will be most likely to want the practitioner to know what they have already done to get around their obstacles. Not only do these results further validate the DPWC typology as a meaningful way to look at respondent movement, but also they provide some guidelines for the kinds of questions practitioners might ask clients about themselves.

- Finally, the data again confirm the current low expectation that formal information sources can be helpful. Almost half of the respondents thought it not at all likely that a library would have helpful information. The data suggest, then, a difficulty for information practitioners in attempting to convince people of the helpfulness of the services.

Chapter XIV: Situation Resolutions

Overview:

- * Although past research had placed a great deal of emphasis on predicting resolution state, this study assumed that "resolution" was a matter of personal definition. Resolution state was seen as an important way to describe a situation, one which tapped whether the respondent saw his situation as "done" (i.e. resolved, forgotten, put aside) or "not done" (i.e. still being worked on or worried about).

- * In this context, resolution state was seen as tapping dimensions of time (i.e. some situations simply hadn't been around long enough to be resolved) and dimensions of resolvability (i.e. some situations were seen as being unresolvable or problematic).

- * The purpose of this chapter was to present an enlarged portrait of respondent perceptions of "resolution." For resolved situations, was the situation resolved the way the respondent wanted it to be; was the respondent satisfied with the resolution? For unresolved situations, did the respondent see the situation as still existing; was he still working on it; what reasons did he see for the lack of resolution?

- * Much past work has made two assumptions: 1) all situations are resolvable; 2) since resources and solutions are available, the role of burgeoning information agencies is, in part, to link citizens and these resources or solutions. However, everyday experience shows many life-facing situations to be unresolvable in an absolute sense, some resolutions and solutions to be simply not available in society, and some resolutions and solutions, while available, to be inaccessible to some people.

- * Whether a resource is available or accessible and whether resolution is possible from the point of view of an outside observer makes little difference when the individual does not see his situation as resolvable or does not see the resolution as available or accessible to him. In this chapter, the respondent's view of the availability and accessibility of resources or solutions was examined, along with his view of resolvability.

Results:

- * The proportion of unresolved to resolved situations was roughly two to one.

- * Topic focuses of all kinds were both unresolved and resolved. However, unresolved situations tended to concern topics not under the immediate control of the respondent: housing, consumer, education & schooling.

- * Fewer situations indexed as decisions were unresolved than were situations indexed as problems, worries, comprehending states.

- Unresolved situations were seen as harder to solve, and resolutions were seen as less available for them than for resolved situations.

- Information was seen as being as available for unresolved situations as it was for resolved situations (both by about three in every five respondents). Information availability also showed little difference across the DPWC respondent movement states.

- The index state related clearly to the availability/accessibility of the resolutions. In all of the items, resolutions were seen as more available/accessible for decision states.

- Respondents in decision states also tended to be more confident that their situations were resolved the right way (8 of 10), and over 6 out of 10 were satisfied with their resolutions.

- However, fewer than one-third of the respondents in worry states were confident that resolution was available or accessible. Of respondents in worry states with resolved situations, only one-half were satisfied with the way in which the situations were resolved. Respondents in worry states with unresolved situations were almost unanimous in saying that the situation still existed, but only three-fourths of them said they were still working on it.

- Respondents gave many reasons why situations were not resolved. Although a substantial number of respondents gave reasons that fit the more traditional concepts of resolution (i.e. lack of resources, lack of information, lack of time), substantial numbers indicated that their situations were continuing and recurring, that their own emotions were the difficulty, or that the situation was not one in which they had control over resolution.

Conclusions and implications:

- The first implication from the findings is simply to note the relative magnitude of unresolved to resolved situations. Assuming that unresolved situations are the ones information practitioners are most likely to confront, the findings for the time period of this study suggest that roughly 2 out of every 3 citizens were coping with at least one unresolved situation.

- Some topic areas showed a tendency to have more unresolved situations; in particular, those situations in which control is less in the hands of the individual (e.g. housing, consumer issues, education) were more likely to be unresolved. This finding suggests that a clear role exists for the practitioner in dealing with such concerns.

- Fewer situations indexed as decision states were unresolved or seen as unresolvable. Although on the surface this finding may suggest that decisioning is a useful tactic for achieving resolutions, it could well be that this finding resulted from the fact that decision situations were observed later in time (and, therefore, were more likely to be done). It may have been that decision states were more resolvable. It may have been that individuals who choose to see themselves in decision situations were more likely to say their situations were resolved or could be resolved.

* The implication above is confirmed by the fact that these respondents indicated they were not necessarily interested in resolutions as traditionally defined. While a number of respondents gave reasons that fit more traditional concepts of resolution (i.e. lack of resources, lack of information, lack of time), substantial numbers indicated that they probably didn't expect a resolution in any absolute sense. Instead, they indicated that their situations were continuing and recurring or that their own emotions were the difficulty or that the situation was not one where resolution was in their control. Such answers suggest that the information practitioner may need to adopt a criterion for success different from the traditional concept of situation resolution, particularly for clients who do not see themselves in decision states.

* Situations that were unresolved appeared to be harder to solve for the respondents. In addition, resolutions were seen as less available for respondents in unresolved situations. These findings indicate that the information practitioner may have to help the client perceive possibilities.

* The findings confirmed again the notion that information is not seen as an end product: Information was seen as equally available to respondents in both unresolved and resolved situations. Information availability showed the smallest differences both across resolution state and across the DPWC index states. Thus, these respondents were most differentiated in their situations by their perceptions of the availability of resolutions. This finding suggests that information practitioners may have to help clients in certain states inform themselves, so that resolutions (as they define them) become more perceptually available.

* Generally, respondents in decision states said they had more resolutions, saw more possibility of resolution, and were more likely to be working on their situations if they were still unresolved. In contrast, respondents in worry states showed an opposite picture. In the context of the above findings, these results suggest that the information practitioner may need to take a markedly different approach with clients in worry states. In particular, the client in a worry state may not be looking for a traditional resolution; rather, he may need to inform himself in order to achieve a sense of control and an understanding of his situation.

Chapter XV: Hypothetical Situations

Overview:

- * In contrast to previous chapters dealing directly with the analysis of a situation in which each respondent was (or had been) actually involved, for this chapter respondents were asked how they would deal with a set of four different hypothetical situations and what information they would seek in these situations. Situations were systematically varied across the topics of housing, health, neighborhood, and consumer, and across four pre-assigned movement DPWC states (hypothetical decision, problem, worry, and comprehending states).

- * Since much of past work on "information needs" has been based on hypothetical analysis, one purpose of this chapter was to compare the responses from hypothetical situations to the responses from actual situations. This comparison was felt to be a particularly important purpose, since much past work indicates a paradox: citizens said they would take their concerns to information agencies, but in actuality they rarely did.

- * For those areas where agreement was found between responses on hypothetical situations and responses from actual situations, there was a second purpose: The use of hypothetical situations provided a common set of stimuli to respondents that might allow some topic-specific recommendations to be made relating to information systems.

Results:

- * The overall pattern of tactics respondents said they would use in dealing with a situation was limited to tactics in which the respondent was active. In particular, the tactics of pointing/directing and connecting to sources were chosen.

- * Deviations from this overall pattern related to topic of the hypothetical situation were small.

- * Examination of tactic use for the four DPWC states across all four topics indicated that well over half of all tactics were in the pointing/directing and connecting to sources categories. Differences between DPWC states were not large.

- * The great difference was between the range of tactics used in hypothetical situations and the range of tactics used in actual situations. The respondent was the recipient and the observer much more often in the actual situation than in the hypothetical situation.

- * The number of information things that respondents said they would try to find out or understand for the hypothetical situations did not seem to vary with different topics.

* The number of information things respondents said they would try to find out or understand for the hypothetical situations did not seem to vary for different DPWC states across all topics.

* The number of information things named for hypothetical situations was much less than the number of information things respondents actually tried to find out in their actual situations.

* The spread of information types that would be sought for the four hypothetical topics was even, indicating diverse information types being sought for each of the topics.

* Examination of information types sought according to DPWC state of the hypothetical situations showed that information was sought from each major category. The most frequently mentioned category was information for assessing the situation/system.

* Information types sought across DPWC states varied somewhat for the hypothetical situations and the actual situations. But, for all situations, regardless of topic or DPWC state, the distribution of information types sought was essentially the same for hypothetical situations and actual situations.

Conclusions and implications:

* Generally, tactic use for hypothetical situations versus actual situations differed markedly. Tactics for actual situations showed far more diversity; and, in particular, showed respondents reporting themselves as recipients of others' actions or as observers far more frequently. In contrast, hypothetical tactics fell, for the most part, into the connecting to sources category. Thus, in hypothetical situations respondents focused primarily on their own behaviors and didn't report the kinds of "informing" that occur as one moves through an actual situation.

* A comparison of tactic use across the pre-assigned DPWC states and across the hypothetical topics showed no clear pattern. This finding reinforces that above, concerning discrepancy between actual behavior and hypothetical behavior. Since each of the hypothetical situations allowed respondents to imagine their own time lines, respondents entered hypothetical situations at different, undetermined times. Chapter X showed that point in time had an impact on tactical reports, suggesting one reason why hypothetical reports are so confounded.

* Across all the hypothetical situations, respondents said that they would seek only one quarter of the number of information things they reported actually seeking in their real situations.

* However, the types of information sought were distributed similarly for the hypothetical and actual situations.

- The distribution of information types across the four pre-assigned DPWC states and across the four pre-assigned topics was so diverse that neither topic nor state could be reliably used to predict information type. This finding reinforces that from Chapter XII stating that individual/situational differences are such that only communication between practitioner and client can pinpoint the kinds of information a client is seeking.

- In sum, the discrepancy between actual coping behaviors and hypothetical responses was large. Both the diversity of tactics projected for use and the quantity of information things projected for finding were considerably less. This finding suggests that hypothetical data should be used with caution in system planning. Results indicate that the hypothetical approach might well be used in assessing the types of information groups of people might look for, although such an approach would need to make allowances for the relatively low frequency of response.

Chapter XVI: Cross-Sample Comparison

Overview:

* One of the mandates set forth in the proposed outline for this project was to draw three sub-samples (General Population, Asian, and Black), so that a comparison could be made across racial/ethnic sub-groups. The purpose of this chapter was to make that comparison.

* Much past work on "information needs" and "information processing" had emphasized demographic variables or other cross time-space attributes of individuals (e.g. personality attributes, organizational role). Most of these studies were based on the assumption that normative pictures of how particular sub-groups of people have behaved in the past were useful in predicting their responses in the future. But no individual is the "average" member of his group.

* One of the major premises of this study was that cross time-space attributes of individuals were measures too gross for use in understanding how individuals behave in specific time-space bound situations: 1) every situation is different; 2) every individual has his own unique interpretation of a given situation.

* From another view, information practitioners who deal with people as individuals must cope with their individuality. It was further reasoned that the only way to deal with individuality was through situationality, by determining how a given individual saw his particular time-space bound situation.

* This chapter was the only one in this report which used a demographic variable (i.e. racial/ethnic origin) as a comparison variable. This variable was selected as a means of beginning to look at the implications of this study for systems designed for different communities of people.

* Racial/ethnic origin was chosen as the comparison variable because it is currently being used generally in society as a major variable for attention in system planning and program development. Considerable literature suggests that racial/ethnic origin attributes carry with them differences in life experiences and are, in this context, gross carriers of instructions for coping with life.

* The purpose of this chapter, then, was to see how well the situationality approach worked across the racial/ethnic sub-groups and to see if the data indicated the need for the development of different overall strategies for dealing with the information needs of different sub-groups.

Results:

* Only differences of 10 percentage points or greater were emphasized. Other findings were interpreted as "no difference."

- * In all, 41 different comparisons were made between the three sub-samples. Of these, one-third showed no essential differences between any of the three sub-samples. Further, the number of differences found in a complex and wide range of within-table comparisons was relatively small.

- * The most consistent differences found were quantitative. Both Asian and Black respondents articulated fewer situations, saw fewer people as involved in their situations, saw fewer connections to other situations, used fewer tactics for coping, sought less information, wanted to ask an expert fewer questions, and had fewer things they wanted an expert to know.

- * The use of professional and institutional sources did not differ. The ease and success of finding information did not differ. The frequency with which situations were labelled as resolved at the end of the interview did not differ. The characteristics of the final resolution did not differ. However, initial assessments of resolution status did differ, with Black respondents indicating more unresolved situations than either Asian or General Population respondents.

- * While Asian and Black respondents reported fewer events in their situations and less overall tactic use, the broad portrait of movement was the same. One exception was that both Asian and Black respondents described their situations less often as decisions and less often reported using decisioning tactics. In addition, Asians were less likely to use connecting to sources as a means of finding information.

- * Of the differences, coders judged Asian respondents to have the most different articulation style. These respondents were more likely than either of the other two sample respondents to use the complaint style and less likely to use the resource/service request style. They were also more likely to articulate worries.

- * Judgments on the helpfulness of various tactics and on the helpfulness of different information types showed the most difference between the samples. Both Black and Asian respondents judged the utility of information more often in terms of whether it provided social support and confirmation. Asian respondents judged the changing view of situation tactic more helpful than did General Population respondents, while Black respondents judged the get emotional or angry and eliminate an approach tactics as most helpful.

- * Black respondents were more likely than either Asian or General Population respondents to seek information on reasons/causes/underlying motives/history. In contrast, Asian respondents were more likely than Black respondents to seek information to assess the situation/system. The same pattern of differences extended to questions respondents would ask an expert.

* In terms of what respondents wanted an expert to know about them, both Black and Asian respondents were more likely to want the expert to know about the nature of their situations. Black respondents, in contrast, were more likely than either of the other two samples to want the expert to know about their own internal states.

Conclusions and implications:

* The results generally showed that both the Asian and Black samples articulated less quantity of material, as might be expected because both samples were drawn from census tracts with low educational levels. More interesting, though, are the characteristics of the non-quantitative differences.

* For the most part, few differences were found in behavioral reports. Marked differences were found, however, in respondents' perceptions of the value of different approaches to situations and of different types of information. The differences that emerged, then, centered primarily on internal perceptions and assessments. These are exactly the kinds of differences which the situationality approach presented by this report was intended to tap. Overall, then, the data seem to suggest that the situationality approach worked across the three samples. Furthermore, an examination of the data showed that while there were some large between-sample differences, these differences were usually no larger than within-sample differences. Thus, the diversity of perceptions within a given sample was as great as between samples. This finding suggests that the three populations would not require the development of different strategic approaches for dealing with information needs. Rather, the data suggest that a set of alternative strategies are needed for dealing with the individual/situational differences that any given client may bring to the information practitioner.

Chapter XVII: Summary and Overview of Conclusions

Overview:

* The preceding analytic chapters in the report looked at detailed findings and implications. This chapter began first with a summary of the conceptual framework of the study as presented in Chapter II. Then, the chapter focused on a series of ten broad themes which emerged from the data. These broad themes cut across the concerns of the individual analytic chapters.

Themes:

* Information is a means, not an end. A number of different analyses confirmed the expectation that information per se is not an end or a utility in its own right. Unless asked explicitly, the respondents did not talk about information. In particular, they rarely talked about INFORMATION_1. Where "information" was freely mentioned, most often it had more relationship to the notion of INFORMATION_2 or sense-making or getting informed.

* Information is that which informs. The findings support the expectation that respondents were focused on getting informed, not on getting information. Respondents in all situations, whether resolved or unresolved, were looking for information. Much of the time, they focused on their own internal states or on the external states or behaviors of themselves or others. They collected information for many reasons, including getting self-control, social support, and clarifying causes. Respondents looked for a wide variety of things in their focal situations, only some of which fit the traditional concept of INFORMATION_1.

* People inform themselves when and where they can. The findings confirmed the notion that respondents were picking up "information things" as they moved through their situations -- sometimes by design and sometimes by accident. A wide variety of people, behaviors, and tactics were used in the informing process.

* Informing occurs in the context of time-space bound situations. A number of situational variables were used to assess the utility of various situational descriptors for looking at general coping behaviors and in particular at information behaviors. Where a respondent was in time, where he saw himself going, whether he was moving alone or with others, whether his situation was tied in with others -- all were descriptors useful in providing cues on general coping behaviors and, in particular, information behaviors.

* Situationality must be assessed by communication. Although the differences indicated on such behaviors as information seeking were often large when compared across various situational descriptors, the results indicated

that an observer interested in knowing where a given individual was in time and space would need to ask. The picture that emerged was one in which situational descriptors were helpful as cues; but pinpointing a given respondent required looking at his particular perceptions.

- Listening is not enough. Several analyses looked specifically at articulation styles and whether they were useful for determining where an individual was in time, where he was heading, and what he found lacking in his situation. The data indicated that respondent articulations provided neither frequent nor accurate implications either for the movement of a potential helper or for the movement of the respondent. When respondents were asked explicit questions about potential movement states, however, they responded easily and articulately.

- A resolution isn't just a solution. The data suggest that the concept of resolution needs to be much broader than the traditional concept of "solved." These respondents saw a number of utilities for various coping behaviors, and, most importantly, for different types of information.

- Needs assessment must be a continuing process. The data indicated that when dealing with individuals or planning to serve collectivities, there is a need for procedures for making continuing assessments; yet at the same time a stable enough picture must emerge to allow the practitioner to make effective and efficient moves.

- The information practitioner faces some negative expectations. Generally, the results suggested that not only do few citizens use formal information systems in everyday situation facing now, but also their expectations for the helpfulness of such services as now defined, with the emphasis on information per se and decisions, is low.

- There is a role for the information practitioner. Despite the pessimistic findings, the data indicated that there is a role for information practitioners in helping citizens cope with everyday needs. In particular, the data suggested that there is a needed role in helping citizens inform themselves more effectively.

Conclusions:

- The trends in the data suggested that, as information practitioners throughout the country expand their services or develop new services to help the average citizen with his everyday needs, there is a need to look beyond traditional conceptions of information systems.

- In essence, the data suggest the need for the development of flexible systems which are capable of dealing with individuals as individuals. The information practitioner will need to be skilled at using alternative communication strategies in interacting with clients. This study is seen as a first step -- a step toward creating some of the awarenesses of clients that will be needed in effective, communication-based information systems.

CHAPTER II

THE PROBLEM AND THE APPROACH

Overview

The purpose of this chapter is to provide the reader with a general conceptual overview of the problem and of the approach taken in this study of citizens and their "information needs." Other chapters provide the reader with specific maps: Chapter III describes the questionnaire; Chapter IV describes the sample; Chapter V describes the content analytic schemes and the analysis plan.

There is no expectation that the reader who has completed this report will find the entire project and its approaches "clear." This study purposely has taken new approaches because it was felt that past approaches would be non-productive. This study is, in a manner of speaking, a guided fishing trip. On one hand, a number of conceptual approaches were developed a priori to guide the fishing (e.g. the development of the questionnaire and the general foci for data analysis). On the other hand, a net was cast widely in an exploratory effort to catch some of the expected richness of "reality" (e.g. in the development of content analytic schemes).

The purpose of this chapter is to present these new conceptual approaches. Other chapters indicate how these approaches were implemented.

Few would question the importance of focusing on citizens and their "information needs." In the early 1970's, both research and action programs in a variety of fields (e.g. communications, library science, and even the more traditional social sciences of social psychology and political science) were moving away from historically accepted foci to an emphasis on "information."

> * In the field of COMMUNICATIONS, one saw a move away from an almost singular focus on attitude change to a larger vision of the communication process as the transfer of information. Obviously, many factors contributed to this movement. In one sense, it can be seen as the kind of breaking with tradition that comes with time. Communication as a field had grown, in good part, out of the propaganda field and for years had used "the source makes a message to send to a receiver to get attitude change as an effect" paradigm as its model. The move to "information" was an attempt to cope with a real difficulty: The traditional hypodermic model (source-message-channel-receiver-effect) simply did not work. However, by going through considerable gymnastics, the paradigm could be made to work sometimes for some people under some conditions; but efforts to explain the "some" times, people, conditions were exhausting and non-productive. Something more must be going on. There was hope that the something more involved "information."[1]

> * In the field of LIBRARY SCIENCE, one saw a move away from a focus on library clients as users of books to library clients as users of information. Again, many factors contributed to the change. The most general explanation is pragmatic. The field was faced with a changing society: reading seemed less important, electronic media seemed more important, service agencies needed to be more accountable. Rightfully, libraries saw a need to enlarge vision. At an abstraction level above books was "information" -- a logical choice for both service and research attention.[2]

> * In more traditional social sciences such as SOCIAL PSYCHOLOGY and POLITICAL SCIENCE, one saw a move in some quarters away from a focus on predispositions as a predictor of individual ability to cope in society, to an emphasis on situational factors. In part, this move led to such constructs as "information availability" and "inequitable information distribution." For the most part, this change appears to have emanated from scholars who attempted to explain the failures of "helping" programs designed for societal

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[1] For perspectives on changing foci in communications, see, in particular, Berlo 1969, Carter 1973a, Carter 1973b, Dervin 1976b, Edelstein 1974.

[2] For a perspective on these changes in library science, see, in particular, Zweizig 1973 and Zweizig and Dervin 1976.

"have-nots." "Information" problems were pointed to as explanation. People need information to cope, it was reasoned; if they are not coping well, they must not have information.[3]

As each of these fields began its new "information" thrust, a body of descriptive data emerged. Both practitioners and researchers drew inferences and conclusions which pointed clearly to some kind of "information dilemma."[4]

> * On the one hand, it was reasoned, citizens (particularly citizens in urban, technological societies) need information which allows them access to resources not controlled directly by themselves.
>
> * On the other hand, studies showed that relatively few citizens were utilizing formal information sources (e.g. libraries and the mass media) in their everyday life-facing. Further, ignorance about resources was high.
>
> * On the other hand, agencies who opened their doors as "information deliverers" were quickly overloaded with requests.
>
> * On the other hand, people reported that when they attempted to get information they were beset with maze-like impasses of ambiguity and confusion.
>
> * On the other hand, there appeared evidence of a growing information overload problem -- too much information.
>
> * On the other hand, some citizens in society seemed to be having information intentionally or unintentionally withheld from them.
>
> * On the other hand, when asked, many citizens saw no particular value in having more information for everyday decision making.
>
> * On the other hand, efforts to increase the "everyday information" purview of mass media systems appeared to be making little real dent. Studies showed that information usefulness was time and place specific.

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[3] For examples of specific studies which seem to show this change in view, see: Eisenstadt 1955, Frey 1963, Heidt 1968, Rotter 1966. For more general perspectives, see: Dervin 1971, Dervin and Greenberg 1972, Rainwater 1969.

[4] For thorough reviews of the literature, see Dervin 1973b, Dervin 1976a.

All these converging inferences, while contradictory in their implications, seemed to point to a need for a new kind of information delivery system -- one which helped citizens get the particular information they needed for everyday problem solving at a particular point in time. It was in this context that there began to emerge from the literature (in communications and library science, in particular) a call for research on citizens and their "information needs." Although in the early 1970's it was possible to say that virtually no studies were available with a primary focus on citizens and their "information needs," by 1976 some half dozen studies were available.[5] This early work was clearly embedded in the past. The question being asked was a system design question: The studies focused, for the most part, on identifying the topical nature of citizen "information needs." The basic model implied was relatively simple; first, the "universe of information needs"[6] in a given community would be described. Next, the information practitioner would collect and organize for retrieval purposes relevant "information" on these "needs," and sufficient efforts would be made at publicity. Finally, citizens would have access to a new service: an information service.

Obviously, this kind of normative approach to the "information needs" of a community is a useful starting point. However, as a sole approach, it quickly intersects with a difficult dilemma for the information practitioner.

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[5] See: Dervin 1976a, DiJulio 1975, Gee 1974, Warner et al. 1973, Zweizig 1973.

[6] Warner et al. 1973 uses this term.

On one hand, it is possible to "design" a system for a "community" if one decides who are members of the "community" and then assesses their "needs." One can also be accountable to that "community" in a normative way by, for example, at the end of a period of operation telling the "community" how many of its members were served on what topics. On the other hand, the problem is that the success of the service does not rest on the "community":[7] a useful construct for administrators, at best, and a mythical construct, at worst. Living, breathing, individual human beings use the service. Living, breathing, information practitioners must cope with those living, breathing, human beings as individuals.

This, then, is the most general purpose of this study: past studies have been concerned with WHAT; this study is concerned with HOW. The question is: How do you deal efficiently and effectively with individual citizens with individual "information needs," when those individual citizens and their needs can take on myriad forms at myriad times?

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[7] A "community" is a collection of individuals who may or may not have any formalized power to act as a single entity. A "city" may be a community, in which case the individuals have the power to vote and thus decide as a single entity. Or the "community" may be elusively the neighborhood around an information and referral center. In either case, there are problems in designing systems on the basis of "community" data when the system will end up being accountable to individual members. For more insights on collectivities, see Carter 1972.

Conceptual development: new approaches

The focus here is on strategies for dealing with the "information needs" of urban residents as individuals. However, the moment we insert the word "individual" into our statement of purpose, we must deal with "individuality" as such.

Typically, social science (and the society it guides) has tried to deal with "individuality" in a normative way. Each individual is seen as a juxtaposition of across-time-and-space attributes (e.g. age, race, occupation, personality, education, literacy). The basic notion has been that if we know enough about these "attributes," we can predict in advance the behavior of individuals. Pretending for the moment that this approach is useful, we find its implications in terms of what the information practitioner needs to know will boggle the mind. Suppose, for example, that there are 20 attributes important for predicting individual "information" behavior. If these 20 attributes have only two values each (e.g. old and young, white and non-white, poor and rich), the result yields 1,048,576 different types of people the practitioner needs to know in advance. It is not difficult to generate 20 attributes. Nor is it difficult to say that each attribute may take on more than two values (each different racial-ethnic group, for example). Clearly, the approach is unwieldy; although seldom stated, this very "unwieldiness" seems to be leading communication and some other social scientists toward a different approach.

One does not need a calculator to attack the "attribute prediction" approach. One can simply ask an obvious question: How well can 20 across-time-and-space attributes of an individual person predict that person's behavior? Suppose, for example, that we are predicting an individual male, 32 years of age, college graduate, resident of Seattle, Italian heritage, Catholic religion, engineer by trade, etc. Once we have the list of attributes, how much will we know about his behavior? The answer: relatively little.

When it comes to dealing with an individual as an individual, attributes are but labels imposed by the outside world. The attributes may or may not be relevant to the individual. Furthermore, whether they are relevant or not, attributes are not the reason an individual may intersect with an information practitioner at a given point in time. His reasons are situational: He finds himself in a situation in which he feels an information practitioner would be useful.

It is suggested, then, that to cope with individuality one must also deal with situationality.[8] It is also suggested that the only way to deal with situationality is through the eyes of a given individual. The rationale emerges from communications research.[9] Meanings are in people. No message means the same thing to different people. No situation is seen the same by different people.

These two premises -- the premises of individuality and situationality -- are the bases for the current study. Ironically, in accepting these two premises, one must reject completely most of the previously accepted premises about the nature, role, and value of information.

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[8] For more discussion of the need for focusing on "situationality," see Carter 1974b, Dervin 1976b, Edelstein 1974.

[9] Despite the clarity of the "relativity of meaning" generalization in communications literature, much of the communications field has persisted with the across-time-space attribute approach. See Dervin 1976b for a discussion of the paradoxes of this approach to communications.

Thus, if one accepts individuality and situationality, the questions cannot be: What are citizen information needs? What role does information play in these needs? When do citizens need information in their decision-making? Such questions assume that an externally imposed meaning for information is "right" for all. Such questions assume that outsiders can decide how situations are seen. Such questions assume that all citizens define their situations as decision making situations. Such questions assume that all situations are amenable to some kind of use of information. Such questions lead us back to the contradictions about "information" which descriptive studies have skirted: Some people have sometimes used something called information. In short, the premises of individuality and situationality suggest this crucial need: We must look at information per se.

Focus on information

Information is a "power" word in society.[10] Information is seen as the thing that reduces uncertainty, enables good decisions to be made, and allows individuals to cope effectively. We talk about the need for an informed public,[11] and essentially we see the "information" problem as one of getting the right information to the right person at the right time. Our present view of information runs along the following lines. Information storage and delivery can be handled by sufficiently large and comprehensive information systems. Given enough mass media, enough libraries, and enough information and referral centers, every citizen can get the answer to every question. If the information is not yet accessible, someone (e.g. a scientist, a journalist) can go out and find it. Once it is found, someone else (e.g. a librarian) can organize it for storage and retrieval. In general, it is assumed that information is valuable. Since a little information is valuable, a lot must be better. The problem is seen as one of effective storage and retrieval.

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[10] The discusion on "information" that follows was first presented in Dervin 1976b and got its impetus from: Berlo 1969, Bronowski 1969, Bronowski 1973, Carter 1974a, Carter 1974b, Gorney 1972, Nordenstreng 1974.

[11] For a discussion of some of the issues relating to an "informed" public, see Tefft 1975.

This view of "information" implies a view of the world as a place in which there is complete order. Every situation has its own "right" decision. Every decision has its own "right" information bank. Information is but describing the order. To the extent that the order is not described, information is somehow missing and can be found.

This view of the world pervades Western science and Western approaches to the design of delivery systems for human services. Yet, despite the prevalence of these assumptions, observations about the nature of man and the nature of his environment do not correspond. This view of information posits man as a totally adaptive creature, using information about reality to adapt to reality. With enough information, all aspects of reality can be totally described and totally connected, and man will be completely adapted. There will be no more accidents, no more wars.[12]

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[12] This section relies most heavily on Carter 1974b.

Pushed to the absurd extreme described above, this view of "information" is clearly untenable. Long ago, physicists confronted the notion that uncertainty could not be totally reduced; social scientists lag far behind. This "absolutist" view of information disregards the fact that man creates as well as adapts. Man's creations make maladaptive the adaptive behaviors of yesterday. Information grows old and useless, for no amount of information will ever describe the totality as long as individual men run about, creating and moving, unconnected and unlinked to other individual men. In short, no amount of information will ever describe the totality as long as unseen forces (human or natural) have the freedom to move freely.

It appears, then, that information ought to be looked at broadly -- as something which applies to adaptive and creative behavior. In this context, it is useful to make a distinction between objective information (INFORMATION$_1$) and subjective information (INFORMATION$_2$).

> INFORMATION$_1$ is defined as information which describes reality, the innate structure or pattern of reality, data.
>
> INFORMATION$_2$ is defined as ideas, the structures or pictures inputed to reality by people.

In the most general sense, INFORMATION$_1$ refers to external reality; INFORMATION$_2$ refers to internal reality. When such distinctions between "external" and "internal" reality have been made in the past, however, the intent has been somehow to devise methods by which a persuasive campaign could get around the selectivity barriers of "internal" reality, thereby aligning internal reality more closely with external reality.

The approach suggested here is radically different. Here internal reality becomes a legitimate informational input in its own right. Since no observer can say how "reality-bounded" an individual is, INFORMATION_1 is assumed to be incomplete: Only an all-powerful being could determine what "information" is the true INFORMATION_1.

In this context, the INFORMATION_1 - INFORMATION_2 distinction is most useful axiomatically. It forces our attention to the notion that information can be whatever an individual finds "informing." It moves our attention away from "objective" information, toward assessing the "cognitive maps or pictures" of an individual. What kind of picture does this person have of his situation? What kind of picture is he trying to make? What kind of picture does he require to control self and movement? What kind of "information" could be helpful?

The utility of the INFORMATION_1 - INFORMATION_2 distinction goes beyond replacing a focus on INFORMATION_1 with a focus on INFORMATION_2: The distinction also forces us to recognize that objective reality and internal reality are two different realities. Whenever an individual interacts with reality, he is selectively perceiving aspects of reality (INFORMATION_1) and making pictures (INFORMATION_2). We can never know which came first -- the INFORMATION_1 or the INFORMATION_2. Nor can we assess the accuracy of the INFORMATION_2 against the INFORMATION_1, because such an assessment simply is not meaningful. But, we know that an individual is dealing with reality (INFORMATION_1) everyday as he moves through his own time and space; also we know that he moves and acts on the basis of his own pictures (INFORMATION_2) because that is all he has. The question then becomes: How does the individual move between INFORMATION_2 and INFORMATION_1 or vice versa? How does he impose sense on reality when he finds none there? How does he find sense in reality when he goes looking? These "HOW" questions focus our attention on the behaviors or procedures by which people get what they do not know, "how" they get informed, "how" they get instructed. Both an individual's selection and use of INFORMATION$_1$ *and* his creation of INFORMATION$_2$ result from some kind of behavior. It is suggested here that these behaviors are in themselves legitimate informational inputs: INFORMATION$_3$.[13]

The utility of INFORMATION$_3$ can best be described by example. A particular individual, finding himself in a particular situation, may approach that situation by decision*ing*. He screens his "reality" for alternative means. He looks for relevant comparison attributes. He completes his decision matrix. He makes a decision. Decisioning is a familiar information processing approach[14] -- one which seems "right" because it fits nicely with "objective information is valuable" assumptions. In a view of the world which posits INFORMATION$_1$ as being able to reduce all uncertainty, decision matrices are useful reduction mechanisms.

The view presented here, however, posits decisioning as merely one possible approach. Another individual may use a liking-disliking procedure, searching his internal pictures and/or the environment for the first available "tolerable" means. Yet another individual may look to the advice and counsel of others -- a "relating to others" strategy. The important point is that alternative behavioral approaches are obviously being used. In other words, take any given slice of INFORMATION_1 (a slice of "reality" or a constructed message): Any two different individuals will create different INFORMATION_2 pictures in the same INFORMATION_1 context. This individualized perception has become almost a commonplace of communication research; yet, most of the past work on human information processing has essentially taken information as given. The behavioral connections -- the means by which individuals make sense both by creating and using information -- have been ignored.

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[13] A number of theorists have developed related typologies of information. For fairly comprehensive reviews, see Dervin 1971, Dervin 1973b, Dervin 1976b, and Morris 1969. The "INFORMATION$_1$ - INFORMATION$_2$ - INFORMATION$_3$" formulation presented here relies heavily, but not entirely, on the "knowing-finding-making" typology of Carter (1975c). The approach to INFORMATION$_3$ -- the "making-sense" behaviors or procedures -- also rests heavily on Carter (Carter 1973a, 1973b, 1975a).

[14] It is probably not unreasonable to estimate that roughly 90% of the available work relating to "human information processing" assumes a decisioning model. Yet, the little direct actuarial evidence there is, suggests that decisioning may be a relatively rare approach (Dervin 1973b).

The resulting ignorance is more than mere oversight. It is in the arena of INFORMATION_3 that many of the contradictions in the past research may well be explained. How are people making sense out of their worlds if they aren't accessing formal information systems? What are people using to inform themselves when they say they don't want any more "objective" information? How can a "new" system -- an individualized information system -- intersect with individuals in a useful way?

This emphasis on INFORMATION_3 leads logically to another ramification. While traditionally it has been assumed that the value of information was that it allowed successful "adaptation" to reality (e.g. making the "right" decision, making the "right" move), this emphasis on the various means by which individuals create their own information suggests that "information" has a large variety of possible functions or utilities. In the same sense that INFORMATION_2 pictures will vary and INFORMATION_3

approaches will vary, the potential functions or utilities of any kind of information will vary. In short, we must carry the notion of individuality through our entire paradigm. The same "information" obtained or created by the same means can serve different functions. Stated simply, function is in the eye of the beholder.

The point is an important one. The "functions" or purposes" of "information" are the nitty-gritty of the interaction possible between client and information practitioner. Typically, existing information systems define themselves in terms of such carrying units as books and materials (e.g. libraries) or programs and articles (e.g. the mass media). It is true that these information systems operate or function in terms of these units: One purpose of a library is to circulate books; one purpose of a television station is to air programs. Sometimes, the units are divided even further into what appears to be "user" defined functions -- the delivery of entertainment (e.g. with fiction books or drama programs) versus the delivery of information (e.g. with non-fiction books or news programs).

Such a view, however, runs contrary to the premise of individuality. Only the beholder can determine the function of any given book, program, article. Books, programs, articles are simply carrying units. Within these units, the user may find and make "informations" which serve his functions or purposes. The "functional units" for the individual are more likely to be responses, instructions, reinforcements, solutions, answers, ideas, companionships, confirmations, assistances wherever and however they may be found.

In sum, if some form of "information" proves useful to an individual, the question is "HOW?" How did it allow the individual to move, to cope, to control self? How did it allow the individual to make sense? How did the individual use it?[15] How can an information practitioner deliver to the individual the "something" which is directly functional for him? How can the information practitioner ascertain what the "function" may be at a given point in time?

Summary and presentation of research questions

In review, two premises provide the bases for the approaches to this study. The first premise is that of INDIVIDUALITY. While information systems may be designed for "communities," information practitioners must deal with living, breathing, individuals. The accountability of the system, then, rests in the long run on its ability to "help" a given individual.

The second premise is that of SITUATIONALITY. In trying to cope with individuality, our systems have tended to use the "attribute prediction" approach in which the practitioner is expected to know in advance enough about the relationship between various attributes of individuals (e.g. demography, personality) and their behaviors, that he can predict how he himself should operate. This approach seems unwieldy and not useful, since attributes do not describe the locations of individuals in time and space.

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[15] For a more complete explanation of "functional units," see Dervin 1976b, Carter 1973b, 1974a. For an example of a project which successfully incorporates the idea of usefulness of informational input from the perspective of the individual, see Edelstein 1974.

However, an individual who comes to an information practitioner is bound in some kind of situation which he feels requires connection to a "practitioner." The only way the information practitioner can be useful is by dealing with the individual's view of the situation.

Acceptance of these two premises -- individuality and situationality -- leads logically to rejection of most long held assumptions about the nature, role, and value of information. Accepting these premises means assuming man to be both an adaptive and a creative creature. He not only collects, stores, retrieves, and uses information, he processes it as well. Indeed, he must create it, because information about reality is not enough. To control self and move through time and space, each individual must make his own sense. In this context, the meaning of information is expanded beyond objective-factual information (INFORMATION_1) to subjective-internal (INFORMATION_2) and the procedures and behaviors by which each individual makes sense (INFORMATION_3). Each information type is seen as legitimate input into life-facing. Each informational input has, for the individual beholder, its own particular purpose in the sense-making process. Information practitioners (e.g. librarians and others who intend to deliver "information" to individuals) must deal with the realities of "information" from the perspective of the individual beholder.

The crucial question for the information practitioner is "HOW"? How does one deal individually and situationally? In the context above, the situation can be no more absolute -- from the information practitioner's point of view -- than from the client's point of view. Clearly, the client is not simply an intersection of attributes predictable in advance. Nor is the information practitioner. Both client and practitioner are individuals moving through their own times and spaces. Their "time-space" lines intersect. Clearly, there can be no "a priori" delivered "answers" for this interaction. Both client and practitioner have a tool -- communication -- which they can use. Both can use this tool purposefully in their mutual effort to get an understanding of how the client sees his situation, what the client wants for his situation, and how the practitioner may help.

Now the question becomes, how can research help -- what is it useful to know in advance? It is reasoned that information practitioners cannot be aware of the actual realities of life-facing and the role of information in all its forms in that process. The information practitioner can be aware of alternative strategies for interacting with clients. The term "alternative" is important. Diverse clients in diverse situations at diverse points of time and space require diverse alternatives. Furthermore, the information practitioner can be aware of alternative means of intervening in individual sense-making processes. Obviously, if the client has complete "sense," there would be no need for intersecting with an information practitioner.

But we have said that we cannot predict individuals in advance. So what can we do when confronted with a given client? The answer is to know something about alternative means of getting the client's picture, determining how usefully to intervene, and intervening usefully.

Superficially, this approach may appear to be a matter of the information practitioner "controlling" the client. In actuality, it is a matter of the information practitioner "controlling" self. How can the information practitioner intervene with this particular client? How can he intervene? When can he intervene? What questions can he ask? When can he offer an opinion? What can he deliver to the client that will be "informing" to that client? How can he decide when he has done "enough"?

Obviously, this particular study does not deal with all these questions. The purpose of the study is to make a start by opening doors to the kinds of awarenesses that are needed generally about individual life-facing and the role of informations in that process. The purpose is to begin to develop understandings of the kind of questions that need to be asked of individual clients in flexible systems -- systems built on communication skills — which cope with individuality.[16] The questions asked in this beginning study are:

- What kind of pictures does the individual have of his situation?
- What attributes of these pictures are useful descriptors?
- What are the implications for action (movement) of situation articulations? What does the client want to do? What might the information practitioner do?
- How does the individual go about making sense of a given situation?
- What will the individual find to be informing (define as "information") in a given situation?

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[16] This begins to distinguish a "communication" system from an "information" system. The former, when invented, would help people inform themselves, create their own order, establish their own understandings. The latter, as it exists, collects, stores, retrieves, and delivers INFORMATION$_1$. See Dervin 1976b for more details. See the following for background theoretical development of the distinction: Carter 1973a, 1975a. Some of the same notions are also expressed by: Berlo 1969 and Nordenstreng 1974.

- For what purposes will the individual use the "information"?
- What are the individual's expectations for "completion" of the situation?

There is no expectation that this study will "answer" these questions in any definitive way. Each is seen as a beginning.

CHAPTER III

QUESTIONNAIRE DEVELOPMENT AND RATIONALE

Questionnaire development

Because Chapter III comes after Chapter II, it is logical for both writer and reader to assume that the ideas represented were also generated in the same order. In actuality, the breaking of "new" conceptual ground fits no such neat and linear pattern. The conceptualization, as represented in Chapter II, both preceded and followed questionnaire development. Conceptualization provided the broad net for questionnaire development; questionnaire development both amplified and modified conceptual development.

This somewhat untidy but enriching process was anticipated. In fact, one of the mandates of the project was to solicit diverse inputs over a period of time. These inputs had their major impact on questionnaire design, but impacted, because of the constantly expanding nature of the conceptual net, all project phases as well.

The project was actually seven months old before a final questionnaire emerged. In this process, three major inputs were solicited: 1) a series of conceptualization meetings; 2) consultation from technical advisors; and 3) intensive questionnaire development sessions.

Conceptualization meetings. In the Fall of 1974, a series of seven conceptualization meetings were held in the University of Washington School of Communications. Attending these meetings were faculty and graduate students, and the purpose was to explore approaches to the project. Much of the thinking from these sessions is represented in Chapter II. Complete notes, as well as a list of those attending, are incorporated in Appendix A of this report.

Consultation from technical advisors.[1] Four academic experts in the fields of library and information sciences served as consultants on this project. Their input was solicited for both questionnaire development and analysis planning. These experts were: Dr. Jeffrey Katzer of the Syracuse University School of Information Studies; Dr. Margaret Monroe of the University of Wisconsin Library School; Mr. Edward Warner, Director of the University of North Dakota Library; and Dr. Douglas Zweizig, who at the time of consulting was at the University of Toledo Department of Library and Information Sciences. Dr. Zweizig is now at the University of Washington School of Librarianship. More detailed biographical notes on these consultants and a record of their collective input are included in Appendix B.

Intensive questionnaire development sessions. Two members of the University of Washington School of Communications faculty joined the Project Director for three intensive, day-long questionnaire development sessions. The sessions attempted to mesh and to utilize the variety of inputs outlined above, and the first draft of the questionnaire emerged from these meetings. Questionnaire developers were Brenda Dervin, John Bowes, and Keith Stamm. Richard Carter, also of the University of Washington School of Communications faculty, provided general conceptual assistance during this project phase.

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[1] The original proposal for this project also mandated two additional groups of consultants: a) an information practitioner advisory group; and b) a citizen advisory group. For the former, input was solicited after questionnaire fielding. See Appendix C for a summary of consultations with the information practitioner consultants. For the citizen advisory group, it was decided that the two pre-tests of the questionnaire constituted sufficient citizen input. See the discussion of pre-tests in this chapter.

Questionnaire pre-testing

A copy of the final questionnaire for this study is reproduced fully in Appendix D. In actuality, the final questionnaire emerged from two prior drafts and pre-tests.

Pre-test #1. The first version of the questionnaire ran 56 pages and was administered to 44 willing adults. The average interviewing time was 2½ hours. Despite the length and the tedium, the questionnaire was administered in full because it was felt that little past research was available to guide cutting. Pre-test #1, then, was designed primarily to judge what worked and what did not in the attempt to have respondents tell us about their situations, their perceptions of information, and their views of situation resolutions.

Pre-test #1 was administered to "available, non-University connected adults" who were willing to spend 2½ hours answering questions. Interviewers included students in a senior communication research class and project assistants. All responses from the 44 respondents were collated, and, on the basis of this collation, a revised questionnaire was developed for pre-test #2.

Pre-test #2. The second questionnaire ran 34 pages and was administered to 34 randomly selected Seattle adults under actual fielding conditions. The pre-test took an average of 90 minutes. Interviewers were paid and trained personnel were hired by the interviewing firm to which fielding was sub-contracted. Selection of respondents was done randomly, following the same procedures outlined in Chapter IV. For the pre-test, sampling areas were chosen from a pool of areas not drawn into the study's final samples. Selection was done from four different sections of the city in order to provide maximum diversity of testing conditions. The four areas were: a) Seattle's International District with high Asian saturation; b) Seattle's south central city with high Black saturation; c) Seattle's Ballard area with high White saturation, heavily blue collar; and d) Seattle's Montlake area with high White saturation, heavily white collar. As with pre-test #1, responses to pre-test #2 were collated to aid decision making in the fnal questionnaire development. In addition, interviewers from pre-test #2 were de-briefed, providing valuable input for consideration.

Final questionnaire. The final questionnaire ran 28 pages (see Appendix D) and took an average of 60 minutes to administer. The next section of this chapter describes the final questionnaire in detail and provides a picture of how the questionnaire was seen as representing the focal research questions set out in Chapter II.

Questionnaire rationale

The final questionnaire was divided into four major sections. Each of these will be described in turn.[2]

Section I: Identification of problems, worries, and concerns. The first section of the questionnaire (see pages 4-9 in Appendix D) was designed to serve two purposes:

1) To replicate, with modification, prior work[3] identifying the "universe of information needs."
2) To generate a list of situations from which one situation could be selected for in-depth analysis.

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[2] This chapter focuses only on those variables actually used in this report. The questionnaire contains a few items which were not used in analysis, either because they lacked variance (e.g. item 20) or because the time costs of manipulating the variable seemed prohibitive at this time (e.g. items 20, 21, 31, 32b).

[3] Warner et al. 1973 was the first comprehensive study. It was replicated in whole or in part by Dervin 1973a and Gee 1974.

Section I, then, looks much like the beginning sections of the questionnaires of prior studies. First, each respondent was asked to name "problems, worries, and concerns" in each of these topic areas in the past month. Then each respondent was given 12 topic cues (e.g. housing, employment) and asked if he had any "problems, worries, or concerns" in each of these topic areas in the past month. Finally, each respondent was asked whether each situation named was "resolved" or "unresolved." There are, however, a number of crucial differences between the approach taken in this current study and past work.

The first, and most important, difference involves freeing the questionnaire items from use of "informational" words. In prior studies, respondents were asked to name situations in which they had needed "help or information." It was felt that this method was troublesome for several reasons:

* On one hand, respondents were essentially led to restrict their answers to those situations in which they felt "information" played a role. The question and its intended use are circular, at least in part. The cue word "information" is used to elicit situations which are in turn called "information" needs. Such an approach does not allow the research to speak to the issue of "how" and "when" information plays a role in situation resolutions.[4]

* On the other hand, the approach does not allow the researcher to focus on what the respondent means by "information." We might infer that the average respondent thought of factual information; even if this were true, which Chapter II suggests is doubtful, the emphasis on factual information is probably more a product of the questonnnaire than of the respondent. By asking for "information" needs, the questionnaire imposes on the respondent an implied definition of information as accepted normatively by society, rather than letting the respondent establish his own definition.

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[4] One additional problem with past studies is that the cue word "information" was sometimes relegated to the status of a probe, to be used as an aid in eliciting answers from inarticulate respondents. Thus, the "informational" base of the situations named varied from item to item and probably from interviewer to interviewer, since probes are often optional interviewing tools.

- * In addition, this approach does not allow the data to be used in the design and development of new systems. One of the purposes of the research is to help the development of new "information and referral systems" for the average citizen. If the respondent is constrained to define "information" in available system terms, then the possiblities for new system design can not be unearthed.

- * Finally, one of the other purposes of the research is to help already existing "information" systems (e.g. libraries) decide how to allocate resources as they expand their holdings of materials relating to everyday "information needs." Essentially, the data, in this case, is used to make decisions with some degree of risk attached. One example of such a decision would be to increase the holdings of materials on hand only in the five most frequently named topic areas (e.g. consumer issues, health). Obviously, to the extent that the problems enumerated above affect articulations, the resulting data has a degree of error which should at least be acknowledged in the decision making process.

In order to cope with these difficulties, the current study did not use any mention of the word "information" in the first section. Instead, respondents were asked to identify situations which were "problems, worries, or concerns...difficult decisions...where you needed help...where you didn't understand something...where you needed to decide what to do...or, where you were worried about something." The entire list of descriptors was read to all respondents.

The troublesome areas enumerated above led to a second change in the approach of the current study. Questionnaire wording is not the only factor that can affect the frequency with which different topics are named as being within the "universe of needs." The time of year, the geography,[5] the observational base,[6] and, no doubt, numerous other factors have impact. Survey research literature clearly indicates that item order should potentially have an impact. Former studies used a series of 14 topic probes (e.g. education, employment, housing) in addition to asking respondents to name freely any situations in "unaided" items. The items with topic probes were called "aided recall" questions, and these aided recall items were presented in a fixed order. In addition, former studies gave special separate attention to the four topic areas (i.e. neighborhood, consumer, housing, employment) which pre-tests had indicated were most frequently named.[7] The current study, however, introduced two changes: 1) the pool of topic cues (for the current study there are 12 topic cues) was randomly ordered; 2) two presentations of this random ordering were made to respondents -- one straightforwards, the second in reverse order. In Appendix D, pages 6A-7A-8A present one version; pages 6B-7B-8B present the second version.[8]

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[5] Geography was, in fact, one of the reasons for the Gee 1974 replication of Warner et al. 1973. The latter study was done in urban Baltimore. The former study replicated in urban Syracuse, N.Y., as well as in more rural Elmira, N.Y.

[6] By this, we mean from what data source was the "universe" identified. The topic distribution of needs from an agency roster would differ no doubt, from those obtained in a field survey. Both would differ from those mailed in to a newspaper's action column. See Chapter VI for a comparison of data obtained from varying sources.

Section II: Analysis of situation. The replication function of the current study ended with Section I. Section II -- the major body of the questionnaire -- deals with the research questions of the current study as posited in Chapter II. The purpose of the section was to have each respondent describe in detail one situation. How did the respondent see that situation? What was he trying to do in the situation? What did he find to be informing? How did he move through the situation? To what use did he put information? Did he define it as resolved or unresolved? What were his perceptions of situation resolution criteria? In short, the purpose was to get as much material from the respondent as possible, to try to see his situation from his point of view. Aligned with this purpose was the focus on "articulation," since no one can ever really see a situation from the point of view of the person in the situation. Rather, the tool for "seeing from another's point of view" is communication. Thus, a primary purpose of the in-depth analysis of one situation was to obtain as much articulation from the respondent as possible so that "articulation" could in itself become a focus for analysis.

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[7] These four topics areas were elicited with separate questions, while the remaining 10 topics were elicited in one multiple funneling item.

[8] The situations elicited in the first section of the questionnaire were called "brief articulations" for purposes of this study. They were used in two major analyses: 1) the analysis of various impacts on topic focus (see Chapter VI); and 2) the analysis of possible ways of describing articulation (see Chapter VII).

Section II covered 13 pages of the questionnaire. For ease in presentation, the Section will be discussed below in 12 sub-parts.

1. Identification of a situation for analysis. Time constraints of the 60-minute target length for the questionnaire meant that only one situation could be analyzed in depth per respondent. Since past work indicated that the average respondent would name 3-5 situations, a criterion was needed for selection. The prior work which included an in-depth analysis (albeit for different purposes) used the criterion of "importance" and allowed respondents to select their "most important" situation. For the current study, it was felt that importance was too ambiguous a criterion. In one sense, "importance" was to be the topic of every question in the in-depth analysis and, therefore, could not be the criterion for selection.

A more relevant criterion was felt to be situation resolution state (i.e. whether unresolved or resolved), because this tapped some aspects of time. The premise here is that how a respondent saw a situation, what he did, why he did it, what he considered to be information, and how he used information -- that all these would be impacted by where a respondent was in time. The "time-line" notion can not really be tapped in a one-shot survey. But a number of possibilities were available for incorporating the "time" dimension as a situation selection criterion. Considered but rejected was the idea of tapping "time" by the length of time the situation had existed; it was felt that this view was an arbitrary outside-observer's definition of time. Rather, what was wanted was a way of placing situations in time according to respondent definitions. The way in which resolution state was seen as accomplishing this can best be described with an analogy to cooking: The criterion chosen was "done" or "not done."[9] If a situation was "done," it was resolved, solved, put aside, ignored. If it was "not done," it was unresolved, unsolved, still being worked on, still being worried about. (see Appendix D, page 9 for full definitions).

In pre-tests, an attempt was made to elicit one resolved and one unresolved situation from each respondent. Time constraints, however, meant selecting only one situation in the final questionnaire. For this reason, one-half of the respondents were asked to describe a

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[9] As it turned out, the "done" versus "not done" criterion confounded the time dimension with a dimension that might best be called "problematicability" or "resolvability." Some situations identified by respondents were "not done" simply because they would never be "done"; they were not amenable to resolutions (e.g. getting along with people). Other questionnaire items allowed some insights to be developed on this issue. This report will not speak to this issue directly, but relevant data are in Chapters VIII and XIV.

"resolved" situation; one-half were asked to describe an "unresolved" situation.[10] If a respondent had two or more "eligible" situations, he was asked to select the "best remembered" situation on the premise that this secondary criterion would elicit situations with more potentiality for articulation. Whether a respondent was asked for a "resolved" or unresolved" situation was determined randomly. Even-numbered questionnaires incorporated the "resolved" probe, while odd-numbered questionnaires incorporated the "unresolved" probe. (See Appendix D, pages 10A-11A versus pages 10B-11B).[11]

2. The time line analysis. After one situation (called the "focal" situation) was selected, respondents were asked to describe the situation on a "time line." (See Appendix D, pages 12-13). The purpose was to have the respondent articulate in time order everything he remembered doing, everything he remembered others doing, and everything that just happened in the situation, right up to the point of the interview. The intent was to get as complete a time-space picture as possible. The rationale came directly out of the conceptualization presented in Chapter II. How an individual behaves in a situation, what he considers to be "informing," and so on -- these depend on how he sees himself in time-space. An understanding of the time-boundedness of how an individual deals with a life situation is crucial in

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[10] Resolution state, as defined above, was used as a comparison variable throughout this report. In virtually every analysis chapter, unresolved situations are compared to resolved situations. In addition, Chapter XIV focuses specifically on resolution states.

[11] Pretests showed a decided bias toward "unresolved" situations at the rate of roughly 2.1. This bias made the probing procedures actually used even more important, in order to assure as many "resolved" situations as possible. For the final administration, there were 180 unresolved situations and 87 resolved situations.

two respects. First, the understanding may allow some estimates to be made of possible entry points when an information practitioner system might intersect with everyday citizen situations. Since relatively few people use existing formal information systems for their everyday needs, according to past research, little is known about when an information system might play a role. Second, the information practitioner dealing with an individual client needs an understanding of that individual's unique time line. As the individual moved through his situation, what strategies and tactics did he use for coping? What did he pay attention to? What constraints did these past behaviors present, in the respondent's view, on future possibilities? These are the kinds of questions for which the time line was designed to elicit data.[12]

3. The decision, problem, worry, comprehending index states. Chapter II makes several references to the notion of implications for movement. The notion is important. Most of the past work on "information needs" has assumed that all information needs are the same: The client obtains information about alternatives and then makes a decision. This study takes a different focus, in that it assumes that the process of making decisions ("decisioning") is a strategy which has a degree of freedom in its choice. While there may be normatively certain kinds of situations which are more amenable to decisioning, the very premises of Chapter II suggest that any individual may chose or not chose to decision.

There are many ways of moving through situations. Helping-practitioners with long experience dealing with clients know this only too well. Some clients seem to tumble through; some worry and fret their way through; some grasp each situation as an obstacle to be overcome.

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[12] The time line analysis is in Chapter X.

In each of these different approaches ("strategies"), the processes of making "sense," becoming "informed," or "informing" self are involved. This notion is a marked departure from prior approaches which have assumed that "information" processes are basically relevant only to rational, decision-oriented strategies.

This study assumes that INFORMATION$_2$ and INFORMATION$_3$ are relevant to all manners of movement. INFORMATION$_1$, on the other hand, when thought of in the traditional mode of the acquisition and use of objective and factual information, is seen more as a detour from the "time line."

The decision, problem, worry, and comprehending[13] index states are a beginning attempt to tap some of the "implications for movement" as seen by the respondent. Although the respondent was asked to describe in this section of the questionnaire how he saw himself moving, these implications apply to the information practitioner as well. When a client intersects with a practitioner, he intersects as he moves through his time line. How he thinks he is moving and where he thinks he is going are relevant to how the information practitioner will move as well. If the information practitioner moves off in a different direction from the client, the interaction can not be "helpful."

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[13] Since these are posited as behavioral strategies, more precise wording for the states would have been decisioning, probleming, worrying, and comprehending.

The decision, problem, worry, and comprehending index states were defined a priori as follows:

- Decision state: One in which a choice is to be made between more than one alternative.

- Problem state: One in which the respondent knows what he wants to do, but some obstacle or barrier stands in the way.

- Worry state: One in which the respondent lacks control.

- Comprehending state: One in which the respondent wants to understand something or comprehend something.

Each of these four states was tapped (See Appendix D, page 14) with five close-ended items.[14] Respondents were asked, for example, "Was this a situation where you knew what you wanted to do but just couldn't make any progress?" or "Was this a situation where you felt you just had to be satisfied with the way things turned out?" (See Appendix D, page 14,for a complete list of the items.)

4. Social embeddedness. Item #11 in the questionnaire (see Appendix D, page 15) asked the respondent to describe the other people who were involved in his situation. The respondent was asked whether other people were involved, who these people were, and how these people were involved. The first purpose here was to tap the degree to which respondents saw their situations as "socially embedded." It was reasoned that the notion of social embeddedness was a relevant situation perception in that involvement with others may be a restraint on movement along the time line. The respondent who sees himself as moving alone may think differently about "information," for example,

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[14] See Chapter VIII for a detailed analysis of the decision, problem, worry, comprehending index states. Note, too, that these index states are used as a major comparison variable throughout this report.

from the one who sees himself moving with a lot of others. A second intent of tapping social embeddedness was to look at the frequency with which "others" were described as individuals who were helping propel the respondent along his time line. Were the "others" sources of "information?" Were they traditional "helpers?"[15]

5. Information seeking, finding, helpfulness, and utilities. As might be expected, a major emphasis in the questionnaire was placed on "information." Past work on "information processing" noted in Chapter II has basically assumed that only INFORMATION_1 is operating. In the most extreme instances of this assumption, respondents were not even asked about different kinds of INFORMATION_1.[16] Rather they were simply asked where they got "information," not what "information" they got. A few studies[17] went beyond this extreme constraint to posit different types of "information" but still assumed "information" to be the objective, factual, reality-describing "information" defined in Chapter II as INFORMATION_1.

This study, however, attempted to free respondents as much as possible from such assumptions. Thus, respondents were asked to "think back over this situation and try to recall all the things you tried to find out...or, learn...or, come to understand."

This question produced an analysis unit referred to in this report as the "information thing." Five additional questions were then asked about each information thing:

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[15] Social embeddedness is analyzed quantitatively in Chapter IX and qualitatively in Chapter XI.

[16] See, for example, Warner et al. 1973; Gee 1974.

[17] See, for example, Dervin 1971; Morris 1968.

1) How hard was it to find?
2) How did you go about finding it?
3) Did you succeed in finding it?
4) Did finding it help?
5) How did it help? Why didn't it help?

The series of five questions allowed access to a number of previously untapped aspects of "information." These included:

- Perceived information accessibility. Questions #1 and #3 tapped this dimension. It was reasoned that information accessibility had potential applications both to system design and to the individual conduct of an information practitioner-client transaction. Data from across an entire sample might be used to identify areas where greater accessibility was needed. Data on situational correlates would be useful in helping the information practitioner gain some understandings of the conditions under which an individual might see information as being inaccessible to him.

- INFORMATION$_3$ behaviors. Question #2 taps this dimension. While past research essentially has constrained the respondent to saying "where" or "from whom" he got "information," this question allows the respondent to answer "how." His "how" may include "relying on others"--what traditionally is called source use. Or, it may simply be "thinking" or "making observations." These are but a few examples of the possibilities. Knowing about the variety of potential informing behaviors is an important contribution to the information practitioner's repetoire of understandings. Within the context of the conceptualization outlined in Chapter II, the traditional emphasis on pure INFORMATION$_1$ delivery is not sufficient. Each individual, in the process of informing himself, must do something that can be thought of as informing behaviors. The purpose of this question is to open up these possibilities. Question #2 is also important in the context of system design. The traditional emphasis on only those "informations" that could be obtained from "formal sources" restrained respondent answers to the potentialities of existing systems, rather than providing data that could have usefulness in the design of new systems.

- Information utilities. Questions #4 and #5 tap this dimension. The basic premise here, as emphasized in Chapter II, is that the uses or functions of "information" are the relevant units for the user rather than "information" per se. If the practitioner focuses on his own "functional unit" (e.g. the delivery of information) while the client is concerned with a different unit (e.g. reducing anxiety, resolving a worry, getting around a barrier), then practitioner and client are not heading in the same direction. Thus, these questions are designed to begin to tap these "utilities" or functions of "information." The data has potential application both to the individual information practitioner-client interaction, as suggested above, and to system design. It is possible to ponder the possibilities of a system designed to focus on the utilities which a user expects or seeks, rather than a system focused on "information," which is but a carrying unit of those utilities.[18]

6. Situation embeddedness. A previous section dealt with the notion of "social embeddedness" or the degree to which the respondent saw his situation as being tied in with other people. Situation embeddedness has a degree of conceptual overlap. In this case, the focus is on the degree to which the respondent saw his situation as being tied in with other situations. Three different questions were asked. (See questions 14, 16, and 18, Appendix D, pages 17 - 19): Whether the situation was tied in with others? Whether the situation was one which grew out of other situations? Whether the situation was one which had impact on or led to other situations?

The basic premise was the same as with "social embeddedness." It was felt that the degree to which the respondent saw his situation as being tied in with others would make a difference in how he behaved in the situation and what uses he might wish to make of "information." Situation embeddedness is an example of a situation descriptor which might be potentially useful to the information practitioner in his attempt to determine how he can be helpful to a client. Also, the questions allow the possibility of going deeper than simply "degree" of embeddedness to "quality" of embeddedness as well. The second two questions deal both with notions of time order (did the situation come before or after others?) as well as with causality (was the situation caused by others or a cause of others?). It is reasonable to expect that an individual who sees his situation as being tied in a great deal with future consequences would behave differently from one who sees his situation as being a consequence of past and done events.[19]

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[18] All of the "information" variables are analyzed in Chapter XII.

7. Perceptual embeddedness. Yet another aspect of embeddedness built into the questionnaire is the notion of "perceptual embeddedness" or the degree to which the respondent sees his focal situation as one that is hard to perceive or as one requiring special perspectives to see clearly. Two questions tap perceptual embeddedness. (See questions 15 and 17, Appendix D, pages 17-18). One question asks whether the respondent felt he had to stand back or get up close in order to understand his situation. The other question asked whether it was easy or hard to get at the heart of the situation. For both questions, additional questions (e.g. Why was standing back useful? What made it hard to get at the heart?) were asked in an attempt to begin to look at some of the facilitators as well as barriers to situation perception. Perceptual embeddedness, then, is another of the variables designed to begin to explore relevant situational descriptors of the situation. As a situational descriptor, perceptual embeddedness may be a useful concept for the information practitioner to apply as he enters a given client's "self-informing" process.[20]

8. Tactic use index items. In Chapter II and in this chapter so far, a number of references have been made to the procedures or behaviors an individual uses to make sense out of the world (i.e. to inform himself). These behaviors (defined as INFORMATION_3 in Chapter II)

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[19] Situation embeddedness is analyzed in Chapter IX.

[20] Perceptual embeddedness is analyzed in Chapter IX.

include a range of possibilities. Decision making, for example, is a possible behaviorial approach to a situation; giving the problem away to someone else is another; tumbling through the situation in a state of anxiety is a third approach. Each of these is an example of a behavioral approach or strategy. They may be used singly with a given situation or, perhaps, in combination. Several preceding sections of the questionnaire attempted to get at these informing behaviors (i.e. the time line analysis; the information seeking, finding, helpfulness, and utilities). These prior attempts relied entirely on open-ended items to determine how respondents informed themselves. Question 22 (Appendix D, page 20) has the same purpose -- to look at informing behaviors. In this case, however, the question rests on a series of closed-ended questions. Respondents were asked, "In this situation, did you change your view of the situation...complain to someone...find someone who agreed with you... read something relating...get emotional...put the situation out of mind... talk to someone...spend time thinking...try out a possible solution... eliminate an approach...compare at least two approaches...get outside help... ask someone what to do?" In all there were 13 different behaviors, or tactics, which might be used in self-informing processes. The term "tactic" was chosen to describe these behaviors because it was expected that groups of the behaviors would "hang together" to form some general and quite different behavioral approaches or strategies. Thus, for example, it was expected that the various interpersonal tactics (e.g. talk to someone, find someone who agreed) would tend to be used together. Further, it was expected that the situational attributes would explain some of the differences from situation to situation in strategical apprcaches.

As important as the tactics themselves, though, were their utilities. Recall that in the discussion of "information things," emphasis was placed as much on the "uses" of different kinds of "information" as on the "information things." The same emphasis is true for tactics. Each respondent was asked whether each tactic helped or not. Also, each respondent was asked how a helpful tactic helped; or, why a non-helpful tactic did not help. These questions were designed to tap the "uses" or "utilities" of the different tactics. Again, the ultimate intent was to give some insight into the differing ways an individual respondent faced his situation in order to make his own kind of "sense" out of the situation and move in his own chosen direction.[21]

9. Resolution availability. A sizeable amount of the prior work on information seeking and information needs[22] has suggested that the degree to which information and/or resolutions are available in society and accessible to a given individual ought to be a focus of study. A series of five questions were designed to begin to tap some of these notions (Appendix D, page 21). The five items asked the respondent to indicate:

* How easy it was to deal with the situation?
* How available a resolution was?
* How available information was?[23]
* How available outside help was?
* How many people would be able to resolve the situation?

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[21] The tactical use index items are analyzed in Chapter X.

[22] See Dervin 1973a; 1976a.

[23] Note the similarity here to the "information accessiblity" described earlier in the section on "information seeking, finding..." In that section, the concern was whether the respondent personally found it hard or easy to acquire "information." This section focuses instead on general availability.

Generally, this set of items was seen as tapping another dimension of situationality. It was reasoned that the extent to which a respondent defined his situation as "resolvable," either generally in society or specifically in his own instance, would have impact on how he went about behaving in the situation. One interesting aspect of the items was their potentiality for measuring the degree to which a respondent saw his situation as "problematic " (i.e. a situation not resolvable or even amenable to resolution). This possibility takes a decidedly different direction from virtually all prior work on "information-related" behaviors and "information" needs. The constant assumption of past work has been that all situations had resolutions or could potentially have them if only somehow enough information (i.e. INFORMATION$_1$) and enough resources were found, or enough effort was expended.

In combination, then, the series of "resolution availability" items offer some potential ways of looking at client views of situations that have not been considered previously. Intuitively, one would expect that a client who saw his situation as problematic would behave differently and deal differently with "information" than, say, one who felt a resolution was inaccessible to him while widely available to others.[24]

10. Final resolution status. In Section I of the questionnaire, respondents were asked the resolution status of each "problem, worry, or concern" they identified as having occurred in the past month. This resolution status was called "initial resolution status" and hinged on whether the respondent was "done" with the situation or "not done." (See the discussion of Section I in this chapter). Thus, for each situation, including the focal situation, the interviewing process began with an identification of resolution status. In addition, after the lengthy process of describing his situation in detail, each respondent was again asked about resolution status. This second description was called "final resolution status."

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[24] Resolution availability is analyzed in Chapter XIV.

One intent here was to look at articulation changes over time as they occurred in the short time span of the interview. It might well be that the very process of articulation during the interview served as an "informing" process for some respondents, who then changed their perceptions of their situation resolution status. A second intent of measuring final resolution state was to have a fairly stable measure that could be developed from both the initial and final articulations. However, beyond these attempts to look at resolution state, this series of five items had another major purpose -- to unearth some dimensions of respondent definitions of "resolutions" as well as perceptions of the barriers/facilitators of resolutions. The former -- perceptions of resolutions -- are a type of functional unit. Thus, we could expect that a given individual might be working toward achievement of that "end" to his situation which he defines as "resolution"; and that these "ends" would differ from person to person and situation to situation, or, for that matter, from moment to moment for a given individual in a given situation.

Again, the underlying purpose is to gather insights on situational perceptions which will be useful to the information practitioner as well as to the developer of information systems. To this end, the respondent was asked a series of questions which tapped qualitative dimensions of resolution state:[25]

* If the situation was resolved: Did you feel it was resolved the way you felt it should be? Why? How satisfied are you now with the resolution?

* If the situation was almost resolved or unresolved: What would you say are the major reasons why the situation is unresolved? Does the situation still exist? Are you still working on it?

11. Interaction with an "expert." One central assumption of the approach taken in this study is that situationality data must be collected retrospectively on actual situations rather than hypothetically on potential or future situations. A sizeable amount of the past work on information processing has dealt solely with hypothetical situations. In a sense, this defies the very meaning of situationality: how can a respondent relate uniquely and individually to a situation that has not happened and may not ever happen to him? For this reason, the major portion of the questionnaire deals with retrospective recall items. A few exceptions were made, however. One of these exceptions dealt with the use of a "hypothetical" expert on each respondent's focal situation. Each respondent was asked two questions:

* Imagine for a moment that there is an expert on this situation -- someone who could answer all your questions. If you were talking to such an expert, what questions would you want the expert to answer?

* In order to really help, the expert might need to know some things about you and your particular situation. What would you want the expert to know so he could really help you?

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[25] Final resolution status is analyzed in Chapter XIV. Initial resolution status is analyzed in Chapter XIV but is also used as a major comparison variable in virtually every other analysis chapter.

It was felt that since these hypothetical questions were tied to the actual focal situation that the respondent would be better able to answer the questions specifically within his own personal context. The items also allow a view of the information practitioner-client interaction that has not been taken in prior work -- a co-orientational view. Such a view assesses the expectations that each member of the interaction has of the other. On one hand, what does the client think is in the expert's head (or accessible to the expert) that will be useful? On the other hand, what is in the client's head that he wants the expert to know?[26]

12. Library likelihood. While prior work on "information needs" suggested that less than 5% of respondents actually used a library in the process of resolving everyday situations,[27] one item was added to this questionnaire to check on respondent perceptions of the "likelihood" that a library would have relevant information.[28]

Section III: Hypothetical situations. As mentioned above, the main thrust of this study was on analysis of actual situations as they had already occurred in each respondent's life. For two reasons a brief and final section of the questionnaire was devoted to hypothetical situation analysis:

1. To show the difference between actual behavioral reports and hypothetical situation analysis. The intent here was to compare responses from the focal situation analysis to responses from hypothetical situation analysis.

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[26] See Chapter XIII for the analysis of the "interaction with expert" items.

[27] See Zweizig and Dervin 1976; Warner et al. 1973.

[28] This item is analyzed in Chapter XIII.

2. To present some sort of common stimulus to all respondents, so that some topic-specific recommendations might be made relating to information systems. While it was generally felt that retrospective recall of actual situations was the more fruitful data collection method, there were some utilities set for the brief hypothetical section beyond the comparison to actual situations. On one hand it was felt that the actual situations would yield, for example, a wide spread of situation topics (e.g. housing, consumer). On the other hand, presentation of hypothetical situations would allow every respondent to be exposed to common situational topic stimuli. The expectation was that within the constraints of the comparison to actual situations the hypothetical data could provide some insights into cross-topic situational differences.

For these purposes, then, two hypothetical situation analysis pages were added to the questionnaire (Appendix D, pages 24-25). These pages were designed to get maximum input in as little time as possible. The data collection was designed to allow for comparisons, as noted above, between hypothetical and actual situations, and for comparisons across topics. In addition, the data collection allowed for a comparison within the context of the decision, problem, worry, and comprehending situation state descriptors outlined earlier in this chapter. As defined earlier, the situation states speak to the general issue of respondent "movement" -- respondent perceptions of where he was heading. Did he want to make a decision? Was he trying to get around a barrier? Was he out of control? Was he trying to understand something? The hypothetical situation analysis presented the opportunity of constructing these situation states in "potential" situations as another avenue of exploring the viability of the decision, problem, worry, comprehending state distinctions.

For this analysis, the four topic areas were consumer issues, housing issues, health issues, and education and schooling issues. These four topic areas represented 41% of all "information needs" in an earlier study of "information needs" in Seattle (Dervin 1973a). It was decided that hypothetical situations would be constructed in each of these topic areas across each of the situation states. Thus, for example, a typical consumer situation was selected (i.e. buying a television set) and four versions were developed, one to illustrate each of the situation states (i.e. decision, problem, worry, and comprehending). Table 3-1 (see the following page) illustrates the hypothetical situation analysis design.

For each of these situations, two questions were asked. (See Appendix D, pages 24-25). The first question asked respondents to project a "time line" into the future: "What steps would you go through...?" The second asked respondents what they would "try to find out or come to understand" and "how" they would go about finding it out. Thus, the two items are replications of the time line and the information finding analyses of actual situations. If every respondent had been asked each of the two questions on each topic across each situation, the result would have meant 32 additional questions. In actuality, each respondent was asked only 8 questions. Table 3-1 shows the design which was used whereby each respondent was asked about only four specific topic-situation state combinations (e.g. housing-decision/health-worry/consumer-comprehending/neighborhood-problem), while all possible topic-situation combinations were systematically covered across all respondents. Using this technique, a reasonable amount of data was collected on each hypothetical situation without unduly burdening respondents with a great deal of hypothetical

The design[1] of the hypothetical situation analysis in the questionnaire.

Situation state	HYPOTHETICAL TOPICS			
	Neighborhood	Consumer	Health	Housing
	Barking dog prevents sleep	Buying new TV set	Family member is sick	Need new place to live
COMPREHENDING	Q37C[2] Want to understand why dog control laws not enforced	Q39B Want to understand how to tune so picture is good	Q35D Want to understand doctor's explanaation	Q33A Want to understand the housing market
DECISION	Q37D Want to decide between several different solutions	Q39C Deciding between several different brands	Q35A Need to decide between several methods treatment	Q33B Want to decide between several possibilities
WORRY	Q37A Worried about talking to neighbor/owner of dog	Q39D Worried that set bought may not be worth money spent	Q35B Worried because doctors unable to find out what's wrong	Q33C Worried that inflation will wipe out ability to pay
PROBLEM	Q37B Want to be able to sleep	Q39A Store delivers only when you are not home	Q35C Family member refuses to go to doctor	Q33D Lack of time to look is obstacle in search

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[1] A given respondent received only one set of four situations: A or B or C or D. In this way, the respondent got four different topics and four different situation states but only four situations. Across all respondents all 16 situations were covered. The versions (A,B,C, or D) were systematically randomized to respondents. Interviewers were given questionnaires into which a single version was already collated. The versions were then stacked A,B,C,D,A,B,C,D,A,B,C,D and so on. The first respondent got version A; the second, version B; etc.

[2] The Q numbers refer to questionnaire item numbers on pages 24-25, Appendix D.

fantasizing. In this way, a compromise was reached between the demand for providing a common topic stimulus to all respondents as well as the demand for comparing hypothetical data with actual data and the conflicting demand for collecting as little hypothetical data as possible.[29]

Section IV: Demography. Demography constitutes the last section of the questionnaire. Each respondent was asked (or the interviewer recorded) the usual battery of demographic items:

- Family size
- Number of children
- Employment status
- Occupational title
- Education
- Home ownership
- Length of time in King County
- Age
- Sex
- Racial/ethnic origin

At this juncture, however, it is important to note the unusual place of demography in this study.

No mention is made of the usual "demographic predictors" in Chapter II; in fact, little mention is made throughout this study. The basic purpose of collecting the demographic data is assessing the sampling process. The demographic characteristics of the sample, therefore, are to be compared to those of the population from which the samples were drawn.[30]

This application of demography in surveys is usual. What is unusual is that this is to be the only application. Yet, in the context of the conceptualization presented in Chapter II, this approach is reasonable. A demographic characteristic is an across time-space construct, and the focus of this study is on the design of systems and procedures for dealing with individual clients. The premise is that the only effective way for an information practitioner to deal with the individuality of a client is by assessing situationality -- how does the client see his situation?

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[29] Analysis of all hypothetical data is in Chapter XV.

[30] The demographic comparisons of sample to census are in Chapter IV.

Certainly, it is expected that there are global demographic differences in how sub-groups of clients "see" situations. However, this type of explanation -- the demographic attribute model -- has been almost the sole focus of past research on "information needs." The difficulty with demography as explanation is that a given individual is not the "average" member of his sub-group (e.g. the average white collar worker, the average male, the average Asian): Yet, the demographic attribute model leads to this erroneous assumption. In actuality, demography is simply too gross a unit, a unit too far removed from the unique individual bound in the time-space constraints of a unique situation. Thus, demography will not be used as an explanation variable in this study. There is, however, one exception. At this point in time, ethnic/racial origin is a major variable of attention in system planning and program development. Certainly, considerable literature suggests that racial and ethnic origin attributes carry with them considerable differences in life experiences.[31] In this context, any demographic characteristic, including racial-ethnic origin, can be thought of as a gross carrier of instructions for coping with life. Experience has certainly shown that in some cases these differences in coping styles have been normatively enough different across sub-groups to warrant the establishment of separate or special systems to meet specific sub-group needs. One of the underlying assumptions of this study, of course, is that even with such separate systems designed for specific sub-group needs, procedures must still be developed to deal with individuality and situationality.

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[31] For a review, see Greenberg and Dervin 1970.

In the context, however, of the current societal emphasis on ethnic-racial differences, this study undertook as one of its tasks a comparison between three sub-samples: A General Population Sample; an Asian Sample; and a Black Sample.[32]

The above discussion suggests two possible applications of a cross-ethnic/racial comparison. One is to look at the implications for the development of separate systems or procedures to meet specific needs in the context of the situationality approach. The second application is to see how well the situationality approach applies to the three different sub-samples.

Conclusion

The preceding pages have presented a detailed, step-by-step description of the questionnaire and its purposes. Since the purview of the study is large, there is much material to keep ordered. The reader who wishes to mesh the questionnaire with further study operations may do so by utilizing the footnotes in this chapter. The footnotes cross-reference each portion of the questionnaire to relevant analysis chapters (i.e. citing the chapters in which data from a given questionnaire section is analyzed). In addition, Chapter V includes a detailed table in which all study variables are described and cross-referenced to questionnaire location, codebook location, and analysis location.

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[32] See Chapter IV for details on sampling. See Chapter XVI for the cross sample comparison.

CHAPTER IV

SAMPLING AND FIELD OPERATIONS

General comments on sampling

For the purposes of this study which focuses on urban residents, the defined universe was determined to be the City of Seattle. The two other readily available and often used "metropolitan area" sampling universes were deemed inappropriate. One of the frequently used universes -- that defined by the census as the Seattle-Everett urbanized area (SMSA) is large, covering areas in both King and Snohomish Counties of Washington State. Much of the area within this frame is rural and does not fit the project title's emphasis on urban residents. The second frequently used sampling frame (or universe) would be King County. However, it too, includes many rural areas. The one selected, then, was the next smaller definable sampling frame: the City of Seattle.

The city itself had 530,831 residents at the time of the 1970 census, about 63% of the total population in King County. This urban center was judged to contain a representative spread of residents, as the city is not typically seen as highly "ghettoized." Seattle is not typified by a lack of middle or upper income residents and is not seen as a city in which the professional/managerial workers live exclusively outside the city's limits, entering the city only for employment.

When the universe of individuals of interest for this study had been determined (i.e. persons 18 years and older who were residents of the City of Seattle), the next consideration was the method to be used in selecting individuals for study from this universe.

Why sample? Since a great deal of time, energy, and money is involved in any competent sampling operation, it is appropriate to talk briefly about the reasons for expending such great resources in a sampling process.

In order to accurately measure the information needs of a whole community (in this case, Seattle residents), it is important to talk to people with widely differing views and backgrounds. In short, it is important to represent diversity to the extent that it actually exists in the population. One must, therefore, be concerned with the number and kinds of people surveyed before coming to any conclusions from empirical studies on such things as how citizens state their information needs or what expectations they have of need resolution.

One way of representing an entire community is to survey all the residents of that community. However, such a complete study is usually impossible, particularly when the number of residents in the community is large. In Seattle, for example, the 1970 census lists 395,355 adult residents 18 years or older. The cost of contacting all residents in the city would be exorbitant. In addition, because it is virtually impossible, except at great cost, to contact all residents, the resulting data will be inaccurate to the extent that a significant proportion of residents remain uncontacted.

Sampling is used in order to allow us to contact far fewer members of the community and still be able to make sound generalizations about that community. The procedures used in the sampling process, however, are crucial. The process must allow each individual in the sampling frame an unbiased chance of being included in the sample. The purpose is to come as close as possible, within cost limitations, to representing the entire designated population.

The rationale behind the sample design used in this study.[1] One often hears the term "random sample" used concerning surveys and opinion polls. This is a very difficult and expensive goal to achieve. As a result, a simple random sample is rarely used in survey research.

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[1] Three sources were used in developing the sampling design for this study: Backstrom, C.H. and Gerald D. Hursh, Survey Research. Evanston: Northwestern. University Press, 1963; Kish, Leslie, Survey Sampling. New York: John Wiley and Sons, 1965; and Parten, M., Surveys, Pools, and Samples: Practical Procedures. New York: Cooper Square Publishers, 1950.

The reasons for this are two-fold. First, the idea of randomness assumes that there is independence of selection within a sample. In other words, the choice of one individual in the population has no bearing on the choice of another to be included in the sample. A true random sample requires not only that each individual have an equal chance of being included in the sample but also that every possible combination of individuals have an equal chance of selection. In order to achieve this end, every person in the community must be identified before the fielding operation begins. This identification process is costly.

The second reason why simple random samples are rarely used is the problem of interviewer travel costs and time. Even if every eligible resident of Seattle was identified, simple random sampling would result in a field operations pattern with interviewers doing one interview in a particular geographic area and then traveling on to another area.

Thus, because of the costs involved in developing complete lists of eligible respondents and the costs of interviewer travel and time, the most common survey sampling method involves a derivation from simple random sampling called "clustering."

One common way to group or cluster all the possible respondents in the community is geographically--dividing the community into small geographic units. A sample of these small geographic areas is then selected at random and only people within these selected geographic areas are then sampled. This study used geographically-based random sampling of Seattle adult residents.

The 1970 U.S. Census provides the geographic units for sampling by dividing the City of Seattle into census tracts. In addition to providing the geographic units of census tracts, the census aids the sampling procedure by providing detailed maps showing individual blocks within the census tracts. The census data also provide baseline statistics of population characteristics for the City of Seattle. These statistics are important because they allow a check on the success of the sampling process.

Sub-populations sampled. The proposal for this study required that two samples be drawn: a general population sample of 300 respondents and a minority population sample of 300 respondents. Specific and separate attention was to be given to Seattle's urban minorities. One project question asked whether the different sub-groups would differ from the general population in relation to the research questions. If so, the results have implications for both the design of information services and the training of information practitioners.

The original design for sampling minorities called for proportionate sampling of all four of Seattle's minority communities--Asian (composed primarily of Chinese, Japanese, and Filipino),[2] Black, Chicano (referred to by census as Spanish Language), and Native American. The plan was to sample each minority group in direct proportion to its relative population size. When the 1970 census figures became available, however, this design was shown to be impractical for two reasons. The first was that the design yielded sub-sample ns that were too small for analysis. For example, the design allowed only 17 Native American respondents to be sampled.[3]

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[2] While Asian is a designation often used in census and other demographic reports, the Asian community is, of course, made up of various groups of differing origins. In Seattle the three major groups are Chinese, Japanese, and Filipino. See Table 4-1 in Appendix F showing the ethnic/racial distribution of Seattle's population. The best sampling design would have sampled these sub-groups separately. However, to have done so would have been prohibitive in cost.

This problem could have been handled by going to disproportionate sampling (i.e. sampling 75 respondents from each sub-group regardless of population size to yield the 300 respondent sample). However, an analysis of the geographic dispersion of the minority sub-groups showed that two of the sub-groups (Spanish Language and Native American) revealed such great geographic dispersion that sampling costs would have been prohibitive.[4] For example, the 4,123 Native American residents of Seattle were shown by the census to be so spread throughout the city that no one census tract had more than 10% Native American residents. In order to interview one Native American respondent, therefore, it was projected that interviewers would have to contact 8-12 ineligible respondents. Similarly, the Spanish Language residents were also highly dispersed with only two census tracts having more than 10% Spanish Language residents. Even in those two census tracts, Spanish Language residents constituted less than 20% of the population. Again, a costly number of contacts would have had to be made, even in the highest probability census tracts, in order to contact one Spanish Language respondent.

However, it was possible to directly sample the two larger ethnic/minority populations: the Asian population and the Black population. The Asian population, for example, showed six census tracts with 21% or greater saturation; three with 31% or greater saturation. And, the Black population showed the highest concentration of all with 12 census tracts having 21% or greater saturation and 9 having 31% or greater saturation. In all, six tracts showed 51% or greater Black saturation.

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[3] See Table 4-2 in Appendix F showing the projected sample ns in the original sampling design for minorities.

[4] See Table 4-3 showing the geographic spread of minorities in Seattle. See also Figures 1, 2, 3, and 4 (maps illustrating the geographic spread). Both figures and tables are in Appendix F.

The decision was made to geographically sample both Asians and Blacks and to obtain 150 respondents each from the two groups. Because of the high concentration of Black population in a sizeable number of census tracts, the sampling method chosen for the Black sample was straight geographic sampling. For the Asian sub-groups, however, Asian respondents were identified in advance using a reverse street directory. In this manner, interviewers were supplied with a list of potential Asian respondents in order to reduce time spent in the field looking for eligible respondents. Full details on these procedures are outlined below.

The sample size. When one uses sample data, one always takes the risk that a particular sample chosen is not truly representative of the community being studied. In random sampling, this risk may be reduced by enlarging the sample, creating a wider and more varied base on which to make the estimates. Increasing the sample size, however, increases cost and there is no reason to choose a larger sample than is required by the goals of the project.

To balance cost with the requirements of the study, the researcher must determine in advance how much sampling error can be tolerated and how much confidence one must have that the error is not greater than the amount specified.

Whenever estimates are made from a sample, it is unlikely that those estimates are exactly the same as data obtained by using a 100 per cent count. The difference between sample data estimates and data obtained from a complete count is usually called the "degree of confidence" and is expressed as an assurance that in 95 (or 99) samples out of 100, the estimates obtained will be within an estimated range of error.

The "tolerated error" or "accuracy" is a figure that estimates how much the obtained data may vary from statistics that would be secured by a complete count. This tolerated error is generally expressed as a percentage. For example, the researcher may decide that the tolerated error should not exceed six per cent. This would mean that if 65% of the respondents in a study were in favor of some action, this result would need to be interpreted as 65% plus or minus 6% or 59% to 71%.

Thus, the researcher needs to determine two figures in order to specify sample size. One is "degree of confidence"; the other is "tolerated error" or "accuracy." Tables are available in statistics books which give the required random sample size for a given degree of confidence and accuracy.

For this study, it was determined that a confidence rate of 95% was desired. Given the General Population sample size of 300, the margin of error would be 6% (Parten, 1950). The Asian and Black sample sizes of 150 would each have a margin of error of 8%. The margins of error associated with these sample sizes were judged to be acceptable because of the exploratory nature of this study and the nature of the research questions being asked. If the purpose of this study was to make estimates of population characteristics such as the amount of media use, then a margin of error of 6% would probably be too high. But the nature of this study was to examine situation articulations, not count behaviors. And, indeed, this study shows that demographic characteristics are not helpful in examining situation-bound information behaviors. The objective of sampling for this study was to insure that unwanted biases in the selection of respondents did not limit the representation of Seattle adults in some unknown way and to insure that two major ethnic minorities, Asians and Blacks, would be represented in sufficient numbers as to allow separate examination of their data.

It is important to note, here, that the 1970 census lists Seattle as having 395,355 adults 18 years of age or older. Given a selected General Population sample size of 300 respondents, for example, the sampling design designates that only 0.08% of the entire designated population be interviewed. Despite this low proportion of the designated population, survey sampling theory still assures the projected level of confidence and accuracy as reported above.

A further characteristic of the sampling process should be noted. Although the ultimate sampling unit is the respondent, strict random sampling procedures require a list of the members of the population (in this case, a list of every adult 18 years or older in Seattle) from which to draw the sample. In the absence of such a list, standard sampling procedure is to draw a sample of housing units within designated geographical areas. Housing units are counted and located using census data. Then, having located the housing units to be sampled, one respondent is interviewed at each selected housing unit.

The four stages of the sampling process. The sampling for this study was conducted in four stages. In the first stage, census tracts within Seattle were chosen. In the second, blocks within census tracts were selected. In the third, housing units within blocks were selected. In the final stage, respondents were selected within households. The following sections will detail how these stages were implemented for the three samples. The fullest explanation of the process will be given for the General Population sample. Then, the sections on the Asian and Black samples will emphasize how the process was modified for the sampling of these particular populations.

General Population Sample

Selection of census tracts. The U.S. Census Bureau has divided the City of Seattle into 121 Census tracts. Given the rationale for clustering cited above, the next decision was what proportion of the census tracts should be included in the sample. In order to allow adequate representation of Seattle residents, it was decided that one-half of all the census tracts in the city would be chosen. Thus, 60 census tracts were randomly selected using a random number table. (See Table 4-4 in Appendix F for a listing of the selected census tracts accompanied by a report of the number of housing units located in these tracts according to the 1970 census.[5]) A tally of the number of housing units represented by all the selected census tracts sums to 123,422 or 55.6% of the 221,895 year-round housing units in Seattle.

After selecting the 60 census tracts, it was determined how many interviews were to be obtained from each tract. A number of methods can be used to decide this. It would have been possible to simply divide the required n of 300 by 60 and designate that five interviews be obtained from each tract. This method, however, draws respondents into the sample disproportionately. Thus, if one census tract has only 532 households while another has 5,681, both would be represented with five respondents each. To the extent that residence is any indicator of differences between people, the disproportionate sampling design suggested above would underrepresent some segments of the population (e.g. people who live in highly urbanized areas) and overrepresent other segments of the population (e.g. people who live in less densely populated census tracts. For this reason, it was decided to draw a proportionate sample such that census tracts with more households would have proportionately more respondents. To arrive at the number of interviews to be conducted within each census tract, the sample n (300) was divided by the number of housing units on the 60 tracts (123,422) yielding a census tract sampling ratio of .0024. By multiplying this sampling ratio by the number of housing units in a given census tract, the number of interviews needed for each tract could be calculated. As an example, census tract #002 has 2267 housing units according to the 1970 census (see Table 4-4 in Appendix F). By multiplying .0024 times this figure, the resulting number of interviews required for this tract is 5. In all, the sampling design yielded an n of 300 households.

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[5] See also Figure 4-5 in Appendix F -- a map showing the distribution of the census tracts selected for the General Population Sample.

Choosing blocks within census tracts. The next step was to further cluster respondents (and, thereby, save interviewer traveling time and costs) by selecting blocks within census tracts. The basic sampling plan provided that one block within each census tract be chosen. Only one block was necessary per census tract because there were no census tracts with too great a concentration of interviews. Given the one block rule, the required number of interviews in a chosen block ranged from a low of 2 to a high of 14 (see Table 4-4 in Appendix F).

The blacks on which interviews would be collected were chosen randomly by the following procedures. First, one block out of the census tract was chosen at random, using a random number table. Census data was then checked to insure that there was at least one housing unit located on that block. If not, another block was chosen. This first block selected was called the "original" block for that sampling unit.

Next, two blocks adjacent to the "original" block were chosen at random. A map was then drawn of the three blocks chosen for each sampling unit. The two "spread" blocks were included to insure that interviewers would find enough dwelling units to obtain the number of interviews required. A certain percentage of selected dwelling units always results in incomplete interviews because of not-at-homes or refusals. In addition, construction and housing removal could have radically changed the housing unit count on a given block even in the five years since the 1970 census was taken.

Choosing housing units within blocks. Once the block maps were prepared for each sampling unit, the next task was to provide the interviewer with planned (but randomly chosen) means of selecting the housing units at which interviews were to be obtained. Directions were developed on how the interviewer was to proceed around the chosen blocks. A "starting corner" was chosen randomly on the original block and on the two spread blocks. Then, the direction the interviewer was to proceed was chosen randomly for each block. Next, a "skip interval" was chosen to instruct the interviewer how many housing units to skip between interviews. This spread is needed around the block in order to assure that as diverse a selection of respondents as possible is drawn into the sample. The skip interval was determined by summing the number of housing units on the "original" block and "spread block #1" and dividing this sum by the number of interviews required. Finally, a number between one and five was chosen at random to determine the first house at which an interview was to be collected on the original block. This was done to avoid any biases caused by always starting with corner houses.

Counting off households. Given the procedures specified above, the interviewer was able to locate the block on which interviews were to be obtained and locate specific households drawn into the original sample. As an additional check against possible interviewer biases, strict procedures were also outlined for how interviewers were to count off households while moving around the block looking for the sampled or designated households. These procedures specified how to count off mailboxes or doorways in multiple dwellings. In apartment houses with mailboxes, for example, the interviewer was instructed to start counting at the lowest mailbox number. In apartment houses without mailboxes, the interviewer was instructed to count all housing units on the bottom floor first, then the second floor, and so on. Within floors, the interviewer was instructed to count all housing units on the right side of a hallway first and then work around to the left side. All such procedures were incorporated in order to prevent interviewers from making their own selection of households. Past experience in survey work shows that when interviewers are given a free choice in household selection the resulting samples are biased usually to more highly educated, higher income respondents.

Choosing respondents within housing units. After locating the correct housing units, interviewers were given explicit instructions as to which adult within the household to interview. A random method of choosing respondents was necessary to insure that the adults interviewed would be representative of the designated population. The method of respondent selection used is one recommended by Backstrom and Hursh[6] in which six different random selection tables are attached to a randomly selected one-sixth of the questionnaires. (See examples of the six respondent selection tables on pages 2A - 2F of the questionnaire in Appendix D.)

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[6] Backstrom, C.H. and Gerald D. Hursh, Survey Research. Evanston: Northwestern University Press, 1963.

This method required that interviewers determine both the number of adults and the number of male adults residing in the household. With this information, the interviewer then used the respondent selection form to determine which adult to interview. Thus, given three adults with two male adults in a household, depending on which respondent selection form the interviewer used, there was a 33.3% chance that the designated respondent would be the youngest male, the oldest male, or the woman.

Upon making a contact at a sampled household, the interviewer was instructed to determine if the designated respondent was home. If not, the interviewer was instructed to make an appointment to return to interview the respondent when that person was available. If the designated respondent was not going to be available, the interviewer was instructed to interview the available adult who answered the door. This deviation from strict random choice was allowed because it was decided that obtaining a response from the original sampled household was more important than strict random selection of actual respondents. For a picture of how the entire respondent selection procedure worked, see the first three pages of the questionnaire in Appendix D.

Asian Sample

Selection of census tracts. Two considerations guided the choice of census tracts for sampling the Asian population: 1) providing a proportion of Asian population sufficient to allow efficient interviewing, and 2) providing sufficient geographic spread of census tracts that the Asian population of Seattle would be adequately represented. Because of the wide geographic spread and low saturation of Asians in most of Seattle's census tracts (see Table 4-3 in Appendix F), these two considerations were in conflict. In order to get as wide geographic spread as possible, all seven census tracts with 20% or greater Asian saturation were selected. See Table 4-5 in Appendix F for a listing of the selected census tracts.[7]

After selecting the census tracts, how many interviews to obtain from each of the seven tracts was determined. However, in order to determine this, an estimate had to be developed of the number of Asian housing units on each tract. This was done by multiplying the total housing units in a given tract by the proportion of Asian residents residing in that tract. For example, in census tract #090 (see Table 4-5 in Appendix F), the total number of housing units was 985 and the Asian saturation was 35.7% according to the 1970 census. Therefore, the estimated number of Asian housing units was 352 (985 x 35.7%).

Once the estimated number of Asian households was calculated, the number of interviews to be obtained from each census tract could be calculated in the same manner as that for the General Population. The required sample n (150) was divided by the total number of estimated Asian housing units in the seven census tracts. The Asian housing units totaled 3002, yielding a sampling ratio of .05. Using this sampling ratio, the 352 estimated Asian housing units in census tract #090, when multiplied by .05, yielded an n for that tract of 18.

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[7] See also Figure 4-6 in Appendix F -- a map showing the distribution of census tracts selected for the Asian sample.

Choosing blocks within census tracts. Although the basic procedures for choosing blocks (i.e. random selection of original block and selection of "spread" blocks) were the same for the Asian sample as for the General Population sample, the relatively low Asian saturation required some sampling modifications. Since only seven census tracts were to yield 150 respondents, the number of respondents per census tract was higher (the range was from 7 to 42 per census tract). This higher number required that more than one block cluster be chosen for each census tract. The criterion selected was that a maximum of 7 respondents would be allowed from one block. This number represented a balance between obtaining geographical spread and efficient use of the interviewer through concentration of respondents. In practice, the identification of Asian housing units for sampling was too complex to allow this rule to be uniformly applied. However, no block had more than 13 respondents drawn from it.

Choosing housing units within blocks. Unlike the procedure for selecting housing units described for the General Population sample, the Asian sample procedure did not ask the interviewer to make the selection. For this sample, the interviewers were provided with specific addresses of Asian households with certain households designated as original households and others as replacements. These directions for the interviewers were developed in a series of steps. Basically, the procedure involved the use of a reverse street directory and the identification of Asian surname households. An Asian research assistant began at a randomly selected point of an original block and checked, by use of the reverse street directory, whether the household was Asian or not. The first identified Asian household was designated as an original housing unit. Proceeding housing unit by housing unit around the block, the assistant would label the next four Asian households as replacement households before selecting a second original household. In this way, five times the required sample n households were identified for the interviewers. If sufficient households were not found on the original block, the assistant would move to the spread blocks until the required n was obtained. Experience with this procedure indicated that some modification of the original rule of a maximum of seven respondents on one block was required. Housing patterns were such that Asian households were not evenly distributed among the blocks. Because of anticipated difficulties in obtaining the Asian population sample, extra sampling units were designated to provide additional respondents if needed.(See Table 4-5 in Appendix F).

Interviewers were instructed to contact the original households in any convenient order, but they were to follow the lists for replacement households in the order given. They were also told to pay attention to the addresses of the households, since the maps could be inaccurate.

The use of the reverse street directory had the potential of introducing a sampling bias. These directory lists were available only for households which had phones. Particular attention should be paid to the comparison of obtained sample demographic data with census data to evaluate the degree to which this procedure introduced an economic bias.

Choosing respondents within housing units. The first determination in choosing respondents for the Asian sample was to ascertain whether the household was Asian. This decision was made on the basis of the person who answered the door. If the household was not Asian, the interviewer was instructed to administer a short form interview.(See Figure 4-8 in Appendix F).

In this way, neither the interviewer nor the respondent was put in an awkward position, since a few questions would be asked, and the interviewer could go on his way. If the household was Asian, however, the instructions were to proceed according to the respondent selection form, as in the General Population sample.

Black Sample

Selection of census tracts. As with the Asian sample, the selection of census tracts to be included in the Black sample was guided by a concern for selecting tracts with a high proportion of Black residents (to minimize time locating respondents) and for getting as wide a geographic spread as possible (to maximize representativeness). Examination of the distribution of racial/ethnic sub-group dispersion in Seattle (see Table 4-3 in Appendix F), revealed that seven census tracts contained at least 48% Black saturation. These seven census tracts were selected for sampling. (See Table 4-6 in Appendix F for a listing of the selected census tracts.[8])

As in the Asian sample, the number of Black housing units per census tract was estimated by multiplying the total number of housing units in a given census tract by the percentage of Black resident saturation. The next step was to use this estimate of the number of housing units to calculate the number of interviews to be obtained in each census tract. The sampling ratio was determined by dividing the required sample n (150) by the number of estimated Black housing units (7,951) contained in the chosen tracts. The result yielded a sampling ratio of .019. The estimated number of Black housing units for each selected tract was then multiplied by this sampling ratio, producing the number of interviews to be obtained. For example, the estimated number of Black housing units in census tract #077 was 1,426. Multiplying this number by .019 yields 27 as the number of interviews needed for this tract.

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[8] See, also, Figure 4-7 in Appendix F: a map showing the distribution of the Seattle census tracts selected for the Black Sample.

Choosing blocks within census tracts. Selecting 150 respondents from seven census tracts resulted in interviews per tract ranging from 9 to 27. Again, the rule of a maximum of seven interviews per block was applied. For example, the 27 respondents from census tract #077 required that four separate block clusters be selected in order to obtain the proper spread.

Choosing housing units within blocks. The procedures for the General Population sample and the Black sample were essentially the same.

Choosing respondents within housing units. The procedures for selection of respondents were the same in the Black sample as in the Asian sample (i.e. interviewer decision on whether the respondent was appropriate for the sample and use of a short-form interview for inappropriate respondents).

Sampling replacements

The sampling design called for one original contact and up to two callbacks at each household. Making callbacks is one of the most costly aspects of field interviewing. The choice made in this project for two callbacks was a deliberate compromise between the desire to reach all originally sampled households and the desire to keep costs down. The limitation of callbacks to two is standard procedure in many field survey projects. If after two callbacks, a complete interview had not been obtained at a household, the interviewer then used precisely designed replacement procedures for selecting a replacement household. For the

General Population and Black samples, interviewers were instructed to choose their replacement households as follows. First, the interviewer attempted to complete an interview at a household next door (using a total of one contact and two callbacks). If this failed, the interviewer moved on to the next household in the skip interval. If all housing units within the skip interval after the original household selected were exhausted, the interviewer could then move into the next skip interval in order and so on. If the entire original block and spread block #1 were exhausted, the interviewer was then permitted to move onto spread block #2. In the unlikely event that the interviewer reached spread block #2, contacts were then made at consecutive households without the use of a skip interval. Interviewers were instructed to keep detailed records of contact results at all original as well as replacement households.

For the Asian sample, four replacements had been designated for each original household, and could be substituted after the requisite number of callbacks. The replacements were to be used in the order listed, and were each subject to a first contact and two callbacks. If the four replacements were exhausted, other instructions followed. First of all, the interviewers were instructed to use up any remaining uncontacted replacements anywhere on the household contact record for that sampling unit map. If that failed, they were to use up replacements from any other sampling unit in the Asian sample. Finally, as a last resort, if all these replacement methods failed, they were to go door-to-door within the geographic area designated on the sampling unit map making one contact only until the required number of interviews was obtained for that unit.

Record of sampling operations as they were carried out in the field

As a result of the procedures outlined above, a total of 600 original households was drawn into three samples: 300 in the General Population sample, 150 in the Asian sample, and 150 in the Black sample. Tables 4-4, 4-5, and 4-6 in Appendix F report the number of interviews obtained in each of the sampling units for each of the three samples. A total of 602 interviews was obtained, one more than designated in both the Asian and the Black samples. Variations between the n drawn and the n obtained for a given sampling unit resulted from the use of necessary replacement procedures in the field.

If the interviewer exhausted all of the replacements in a given sampling unit and had still not obtained the desired n, the interviewer was instructed to use designated replacements from other sampling units. Use of such replacements would result in a discrepancy between the n drawn and the n obtained in at least two sampling units.

Table 4-7 in Appendix F reports details on the results of the sampling operation in the field. Briefly, this table shows that:

* Of the 825 total General Population households contacted, interviews were obtained at 36.4% or 300 households. Of the 752 Asian households contacted, interviews were obtained at 20.1% or 151 households. Of the 495 Black households contacted, interviews were obtained at 30.5% or 151 households.

* On the average: 2.7 General Population, 5.0 Asian, and 3.3 Black households were contacted for each interview obtained.

* The refusal rate was 42.2% in the General Population sample; 41.8% in the Asian; 32.1% in the Black.

* The second most frequent reason for not obtaining an interview at a contacted household was no one being at home on all three required contacts. In all, 17.8% of all General Population households were never successfully contacted. Comparable figures for the Asian and Black samples were 16.8% and 12.7%

* On the average, two calls were made at each contacted household. The means were: 1.7, General Population; 1.9, Asian; and, 1.7, Black.

* In terms of the total number of different contacts made (at the same or different households), an average of 4.7 contacts were made for each interview obtained in the General Population sample. The figures for Asian and Black were 9.2 and 5.5 respectively.

The results show that the interviewers had the expected difficulties obtaining the Black and Asian samples. With such a lengthy interview, it was expected that in an urban area between two and three households would have to be contacted per interview obtained. For the General Population sample, the mean number of households contacted per interview obtained was 2.7. That average increased for the Black sample (3.3). As not all households drawn were Black households, ineligible households increased the number of necessary contacts. Even greater difficulty was encountered in obtaining the Asian sample. The high average number of households contacted per interview obtained (5.0) was partly due to the language problem. In the Asian sample, 12.1% of those contacted were not able to be interviewed because no eligible respondent in the household spoke English.

One indication that the sampling procedures were implemented as designed is the "ineligible because of race" category. Because the Black population saturation ranged from 48% to 90% of the census tracts sampled (see Table 4-2 in Appendix F), 9.3% of the households contacted were ineligible for the sample because of race. This proportion would be expected as the households were selected for the sample with no indication of the race of the occupants. In contrast, the procedures for identifying Asian households resulted in a lower "ineligible because of race" percentage even though the random probability of locating an Asian household was much lower than that for locating a Black household because of the lower Asian saturation. However, the households for the Asian sample were identified by use of a reverse street directory and the recognition of Asian surnames. This procedure for identifying Asian households resulted in an "ineligible because of race" percentage of 4.4.

Finally, a number of households were lost to the sample through the rule to terminate the contact with a given household after three contacts without a successful interview. Decreasing this not-at-home rate would have demanded the addition of more callbacks per household. Interviewing costs, however, go up radically after three contacts per household as experience shows that respondents who are difficult to find at home after several contacts remain difficult to contact.

Quality of the samples obtained

One way to check the quality of the sample obtained is to compare the demographic characteristics of the interviewed respondents with those of the population as determined by census data. The following discussion will briefly treat the three samples together. Readers who desire more detailed comparisons are referred to Tables 4-8, 4-9, and 4-10 in Appendix F.

* The age distribution of the sample and of the population compare quite well. In particular, the General Population sample adequately represents each age bracket but appears to be younger than the population (e.g. in the 20-29 years bracket, 38.3% in the sample versus 25.2% in the census). The Asian sample, in contrast, is older than the population (e.g. in the 60+ years bracket, 34.0% in the sample versus 22.2% in the census). The Black sample is slightly older than the population (e.g. in the 60+ years bracket, 18.6% in the sample versus 13.0% in the census).

* In terms of the variable of sex, the pattern for the General Population and Black samples is a slight under-representation of males in the sample. However, given the known difficulty of obtaining males in survey research, the obtained percentages match well with field experience. An exception to this pattern is seen in the Asian sample where 60.3% of the sample are male compared with 52.1% for the census. This difference may be due to a bias introduced by sampling from only the seven census tracts with highest proportion of Asians.

* In all three cases, the sample data show a higher level of education than the census data. This difference is largely accounted for by relationship of age with education in the population. The sample data are based on adults 18 years of

age or older while the census data are based on those 25 years or older. The sample, therefore, has more younger respondents still in school and shows the expected higher level of education found with younger samples. This difference is most apparent in the General Population sample, for which the age difference has already been discussed. In this younger sample, 48.3% of the sampled respondents have one or more years of college as compared with 31.8% of the general population census respondents.

* The working status of the respondent was the same (44.6%) for the General Population sample and for the census. Both the Asian and Black samples show a smaller proportion reporting that they work than indicated in the census. Part of these differences result, no doubt, from the fact that the census included residents 16 years or older working full or part-time while the sample only included those 18 years or older. In addition, the difficulties in obtaining the Asian and Black samples may have resulted in a higher number of interviews with the more easily available respondents and proportionately fewer with employed respondents.

* A comparison of the occupation of the sampled respondents with census respondents can not be precise because of the differing methods of characterization. However, the overall pattern seems consistent and the differences are in the expected direction. In particular, occupation of head of household would be expected to be higher, on the average, than occupation of respondents in general either from the sample or from the census. In the General Population sample, however, the professional/managerial classification seems over-represented (33.0% sample head of household versus 24.6% census respondents).

* A comparison of the race of respondents in the General Population sample with the census shows highly similar findings. The sample data show 15.4% nonwhite respondents compared with 14.6% for the census.

* The average family size of the sampled households compares closely with that of census households. The largest difference is in the Asian sample where 3.7 in the sample compares with 3.3 in the census.

* The percentage of households with one or more children 17 years of age or under compares closely for the Asian and Black samples and the census. For the General Population sample, interviewers were able to find more adults at home who had no children in the household than are indicated by the census data. However, with 31.5% of the General Population sample respondents having children in the household, this group of adults is adequately represented for analysis.

* In the General Population sample, the percentage of homeowners compares well with the census. However, in both the Asian and Black samples, the percentage of homeowners is much higher for the samples than for the census. This difference can be explained by the particular sampling design for this study. For both the Asian and the Black samples, the census tracts with the highest concentration of those populations were used for the sample. Homeowning will tend to be higher by ethnic/racial groups in areas in which they live in higher concentrations. This pattern would be particularly true for the City of Seattle which has a higher proportion of single family homes than the average.

In sum, then, the comparison of the sample with census data suggests that the samples are adequate representations of the designated populations. In the main, differences between the Asian and Black samples and the census data are not large and can be accounted for by the sampling design used for this study.

Field interviewing

For the field interviews conducted in this project, the project staff contracted the services of Northwest Certified Surveys, a Seattle-based firm that has a core of professional interviewers on its roster. The interviewing firm provided the following services: hiring of interviewers, training of interviewers, supervision of the field operation, validation of the interviewers' work, and editing of the final questionnaires.

Interviewers were paid by the hour both for training sessions and for actual fielding. In addition, interviewer travel expenses were paid. At fielding completion, 33 interviewers were working on this project. Both male and female interviewers were hired. Male interviewers were particularly needed for night interviewing duty.

For this study, with its three samples, three groups of interviewers were designated: a pool for interviewing the General Population sample, an Asian interviewing group, and a Black interviewing group. Interviewers were assigned to the latter two groups on the basis of their skill in interviewing the particular population to be sampled.

Prior to going into the field, interviewers received four hours of training conducted by the project team. Because of the different procedures in sampling, interviewers for the three samples were trained in separate sessions. The interviewer training sessions included the following components:

(1) An introduction to the purpose and range of the study.

(2) Extensive training in the sampling procedures that were carried out in the field. This section of the training included a discussion of the purpose of sampling so interviewers would understand the reasons for sticking closely to sometimes cumbersome and time-consuming procedures.

(3) Training in the basic fundamentals of survey interviewing. This section included providing interviewers with hints on how to stay with the exact questionnaire wording; how to avoid biasing respondent answers; how to answer difficult respondent questions; and so on.

(4) An item-by-item review of the questionnaire followed by a mock interview. Interviewers were also instructed to conduct one practice interview at home before going out into the field.

(5) A review of all the fielding materials including letters of introduction, interview maps, and interviewing record forms.

While in the field, interviewers were asked to check in every day for the first three days and every three days thereafter for the remainder of the fielding. During the first three days in the field, the quality of each interviewer's work was carefully checked. Completed questionnaires were turned in to Northwest Certified Surverys on a regular basis for interviewer validation and editing.

Data on the interviewing process. Table 4-11 in Appendix F records basic data on interviewing days, dates, and interview length. As reported earlier, the interview was pre-tested to take an average of 60 minutes of interviewing time, excluding household and respondent selection procedures. Results indicate that the interviews took an average of less than 60 minutes.

Other data in Table 4-11 show that the entire project took eight weeks in the field with interviews being conducted every day, Sunday through Saturday, March 23 - May 17, 1975.

Interviewer validation. A standard practice in field surveys is to check to make sure that interviewers are following the sampling instructions and actually completing interviews as reported. This process is called interviewer validation. For this project, it was decided that validation would be done by phone. For this purpose, the last question each interviewer asked each respondent was for a phone number where the respondent could be reached in case something needed to be checked. Most respondents complied with this request.

As is standard practice in survey research, actual validation was conducted on only a 10% random sample of all interviews completed by each interviewer. The validation process included a check on whether the reported respondent (e.g. a male in his 30's; a female in her 20's) was interviewed. In addition, validation included a check on a randomly selected set of questions from the questionnaire. The purpose here was not to check on questionnaire content but to check whether the interviewer followed proper procedures. Interviewer validation in all cases checked out 100%.

CHAPTER V

CODING AND ANALYSIS

The purpose of this chapter is to detail the procedures by which the questionnaires were coded and the resulting numerical data analyzed to produce the tables in this report. These processes involved five steps: 1) content analysis development; 2) coding; 3) interjudge coding reliability checks; 4) keypunching and data cleaning; and 5) data analysis. Each of these will be reviewed in turn below.

Content analysis development

Since the final questionnaire involved mainly open-ended items, a total of 33 different content analysis schemes was developed. The schemes were developed and tried out on the responses obtained from the two pre-tests of the questionnaire (see Chapter III). The purpose of the schemes was to tap, from the respondent's point of view and in detail: important aspects of situational perceptions, reports of coping behaviors, definitions of information, perceptions of the utilities of using different tactics and finding information, and perceptions of resolutions.

The actual method of developing the content analysis schemes was long and involved. First, all pre-test responses were tabulated, reviewed, and grouped into tentative categories. This inductive approach was then matched with the use of theoretical categories generated from the conceptual development outlined primarily in Chapter II and Chapter III. The resulting tentative scheme was then checked back to the pre-test responses. Finally, the scheme was solidified and prepared for use. Each category of a given scheme was well illustrated with typical responses so that coders could use both the inductive and deductive coding approach. In the former, coders matched a given response to the "typical" responses. In the latter, coders could use their knowledge of the theoretical outline of the scheme to pinpoint a coding category.

All 33 content analysis schemes are included in Appendix E of this report. Each scheme is presented with a general theoretical description of its purpose and approach. It is then followed by a list of the categories and the "typical" responses in each category.

Not all the resulting schemes were used in the preparation of this report. The most notable of those used include:

- CA scheme #3. EVERYDAY NEEDS AND SITUATIONS: TOPIC FOCUS This scheme was originally developed to tap the "universe of information needs" in the Warner et al. report. It was then modified for Dervin 1972a and Dervin 1974a. The scheme was used in the modified version for this report.
- CA scheme #5. COMPLAINT, INFORMATION NEED, RESOURCE/SERVICE NEED TYPOLOGY. This scheme was also originally developed for the Warner et al. report. It was modified for this study. The scheme is one which coders apply to respondent articulations of situations. The core question asked it: What is the respondent asking for? Is he asking for someone to listen to his complaint? Is he asking for information? Is he asking for a resource or service?
- CA scheme #6. DECISION, PROBLEM, WORRY, COMPREHENDING ARTICULATION TYPOLOGY. This scheme is one which coders applied to respondent articulations of situations. While CA scheme #5 looked at implications for the practitioner's movement (i.e. what does the client want?), this scheme looked at implications for the respondent's movement. In what direction was the respondent heading? Was he trying to choose between two or more options (decision)? Was he trying to get around an obstacle to a goal (problem)? Was he lacking control and anxious and worried (worry)? Was he trying to understand something or get facts and details (comprehending)?

* CA scheme #22. TACTIC ANALYSIS
This scheme was applied to respondent reports of how they coped with their situations (i.e. what they did as they moved through their situations) and to respondent reports of how they tried to "find" information. The scheme is seen as tapping a basic set of coping behaviors of which contacting other people to get "information" is only one possible category.

* CA scheme #25. INFORMATION TYPE
This scheme was applied to respondent reports of the "things" they tried to find out or come to understand or learn while moving through their focal situations. The scheme taps "information" types in the broadest sense of the meaning presented in Chapter II.

* CA scheme #27. UTILITIES OR FUNCTIONAL UNITS
This scheme was applied to respondent reports of the reasons why information helped or the reasons why particular coping tactics helped. These reasons are seen as "utilities" of "functional units." While past research has essentially posited decision making, information finding, and problem resolving as the only relevant "functional units," this scheme allows the respondents to define their own utilities.

* CA scheme #28. BARRIERS TO SITUATION RESOLUTION
This scheme was applied to respondent articulations of the reasons why situations were not yet resolved completely.

* CA scheme #30. WHAT R WANTS EXPERT TO KNOW
This scheme was applied to respondents listing of "things they wanted an expert to know" about themselves and their situations so that the expert could be really helpful.

Coding[1]

Coding was completed in a two-month period in the summer of 1975. Coders were ten undergraduate and graduate students in the University of Washington School of Communication. Coding was completed in a series of incremental sessions. Thus, only a section of every questionnaire was coded at one particular time. In this way, thorough training could be given on the use of a single content analysis scheme and all data coded with that scheme before another scheme was used. Because of the difficult nature of many of the content analysis schemes, special coding procedures were developed to assure as much uniformity of judgment as possible. First, a "master coder" supervised each session. The master coder's interpretations became the standard against which coder judgments were measured. Secondly, for some of the more difficult schemes (e.g. CA schemes #22 and #25), "partnership coding" was used. With this technique, two coders worked as a team, coding a set of questionnaires. Whenever a disagreement was found, the two coders discussed and ironed it out and arrived at a mutually agreeable answer. Whenever partnership coding was used, reliability checks (see below) were still completed. In this case, however, a third and different coder was the source of the coding for the reliability check.

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[1] See Appendix E for a complete copy of the Codebook.

In all, 40 different variables that resulted from this coding procedure were used in this report. Table 5-1[2] (at the end of this chapter) lists all 40 variables with a brief description. In addition, Table 5-1 provides a set of cross references for each variable so that each variable can be connected to: a) that place in the questionnaire from which the data was derived; b) the unit of analysis used for tapping the variable;[3] c) the CA scheme used, if any; and d) the analytic chapters of this report in which the variable is used.

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[2] All tables for this chapter are placed at the end of the chapter because of their length. The tables were not relegated to an appendix because the tables are crucial for understanding how the variables used in this report were measured and used.

[3] See the discussion on units of analysis that follows.

It is important to note that this report takes a very different approach to the notion of unit of analysis than many studies. In most of social science, the "respondent" or "subject" is the unit of analysis. For this study, there are 14 different units of analysis, of which the respondent is only one. For example, each respondent was coded on a maximum of five brief articulations of different "problems, worries, and concerns." These brief articulations then became a unit of analysis and were analyzed for articulation style and topic. Each respondent was also coded on a maximum of 18 time line steps (i.e. events that happened in time order as he moved through his situation). Each of these time line steps then became a unit of analysis and was analyzed on a number of dimensions. This approach was seen as appropriate in terms of the situationality emphasis of this study. The basic notion behind situationality is that attributes of the respondent are not as helpful in the context of situation facing as attributes of descriptions of respondent situations. A complete list of the 14 different units of analysis with a brief explanation and their ns is included at the end of this chapter in Table 5-2.

Interjudge coding reliability

For all variables used in this report, interjudge coding reliabilities were computed. The basic purpose was to determine the extent to which two individuals coded the same response the same way. Interjudge coding reliabilities for this study are reported in Table 5-3 at the end of this chapter. The footnotes to that table give a complete explanation of the procedures used.

Keypunching and data cleaning

After coding was completed, it yielded data sufficient to fill 12 IBM cards of 80 columns each per respondent. The data was then keypunched and verified for keypunching accuracy. Prior to analysis, the data was also cleaned. In this process, all illegal values (i.e. code values that were not right for a given coding scheme) were checked back to the original questionnaires and corrected.

Data analysis

Prior to data analysis, a complete outline of the analysis chapters for the final report was prepared. A decision was made to present as broad as possible a descriptive view of the results. The outline included eleven different analysis chapters (Chapters VI through XVI). Table 5-4 (at the end of this chapter) presents an overview of the analysis chapters.

One important point should be emphasized. In Chapter IV, a complete description was presented of how three different samples were drawn for this study: a General Population sample, an Asian sample, and a Black sample. The latter two samples were drawn because it was deemed important to check on the applicability of the situationality approach to different population sub-groups. In addition, it was deemed important to assess the extent to which a cross-sample comparison indicated the need for the development of different strategies for dealing with different sub-groups. This cross-sample comparison is covered in one chapter (Chapter XVI). All of the other analytic chapters are based on General Population sample data only.

After the chapter outline was prepared, a general approach to table planning was developed. It was decided that the focus of the data analysis should be placed on the "opening up" of possibilities. Thus, there was no intent that the presentation of data should illustrate a completely tied together and logical system. Rather, the intent was to show descriptively what results were obtained from, for example, a given content analytic scheme and to then amplify those results by showing how they varied across a number of situational conditions.

This report includes a number of one-way tables, in which the results on a single variable are presented in terms of the frequency with which different responses were obtained. A number of comparison variables are then used to amplify the results of these one-way tables. It is important for the reader to understand, however, that the purpose was not to unearth significant differences or generate fully-tested relationships. Instead, the entire study was seen as an exploration of possibilities. In a sense, the purpose was seen as generating hypotheses rather than testing hypotheses.

In the context of the explanation above, it is important to note that this report includes virtually no statistical analyses.[4] The reason for this is the view of the study presented above as generating hypotheses not testing them.[5] When tables were analyzed, the purpose was to look for broad trends and possible implications.

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[4] The one exception is that in several cases Spearman rank-order rhos were used to test whether two rank-ordered lists were significantly different in their rank-orders. See, in particular, Chapter VI.

[5] There is another reason for not using statistical tests which deals more with the nature of the data obtained. As noted earlier, varied units of analysis were used in this study. In many cases, a single respondent contributed several different units. As an example, a single respondent could contribute up to 18 different time line steps in the tactic analysis in Chapter X. While for the purposes of this report it is useful to look at each of these time line steps as independent units, the fact that they were derived from one respondent makes the use of statistical tests suspect to some interpreters.

Table 5-1

A guide to the variables in the analysis chapters.

Variables[a]	Description and location
(1) Number of situations named	This variable taps the number of different situations named in Section I of the questionnaire where respondents were asked to briefly describe problems, worries, and concerns they had had in the past month. It was from this pool of situations that a "focal" situation was chosen for in-depth analysis. Quaire location: derived from Q1, Q2 Unit of analysis: respondent CA scheme #: ---- Chapter:[b] 6, 16
(2) Number of brief articulation depths	Each situation named in Section I was analyzed on topic focus (see variable #3 below). Since situation articulations often mentioned more than one topic, the brief articulations of situations were further divided into depths. This variable taps the number of depths per brief articulation. Quaire location: derived from Q1, Q2 Unit of analysis: brief articulation CA scheme #: CA #3 Chapter: 6, 16
(3) Topic focus	This variable taps the topical content or area of focus of the brief articulations of situations. The variable was applied to a maximum of two brief articulation depths. For analysis, the variable is treated in major categories (e.g. housing, consumer) as well as sub-categories within major categories. Quaire location: derived from Q1, Q2 Unit of analysis: brief articulation depth CA scheme #: CA #3 Chapter: 6, 7, 14, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
(4) Initial resolution state	This variable taps the respondent's perceptions of the resolution state of his situations at the point of initial articulation. All brief articulations of situations (including the brief articulation of the focal situation) were coded as either "unresolved" or "resolved." The variable was used [illegible]ajor comparison variable throughout this report. Quaire location: Q1, Q2 Unit of analysis: brief articulation/focal situation CA scheme #: ---- Chapter: 6, 7, 8, 9, 10, 11, 12, 13, 14
(5) Aided/unaided data collection	This variable taps the difference in the way situation descriptions were elicited from the respondents. Situations elicited in response to Q1 in the questionnaire were "unaided" as Q1 offered the respondent no topic cues. Situations elicited in response to Q2 were "aided" in that Q2 offered the respondent 14 different topic cues (e.g. housing, consumer). The term refers to whether respondents were involved in aided or unaided recall. Quaire location: Q1 (unaided), Q2 (aided) Unit of analysis: brief articulation CA scheme #: CA #2 Chapter: 6, 7
(6) Item order	This variable taps the order in which topic focus (see variable 3) cues were given to the respondent. The purpose was to test the impact of order on the frequency with which different topics were mentioned as being "problems, worries, and concerns." Quaire location: pages 6-8 (version A or B) Unit of analysis: respondent CA scheme #: ---- Chapter: 6

(continued)

Table 5-1 (Continued)

Variables	Description and location
(7) Complaint, information need, resource/service need articulation typology	This variable taps aspects of respondent articulation. The focus is on whether the respondent stated his situation in such a way that he was interpreted as: a) complaining -- crying out against or lamenting someone or something; b) requesting information -- indicating a need for information; c) requesting a resource or service -- indicating the need for the delivery of a resource or service (other than information). The variable is seen as focusing primarily on the implications for movement on the part of the information practitioner as expressed by the client. The typology was first coded as a series of three independent dichotomous judgments. These were then combined into all possible combinations in some tables to produce the typology. Quaire location: derived from Q1 & Q2; Q7, Q8 & Q9 Unit of analysis: brief articulation/focal situation CA scheme #: CA #5 Chapter: 7, 16
(8) Decision, problem, worry, comprehending articulation typology	While variable 7 focused on implications for movement on the part of the information practitioner (i.e. what was the respondent asking of the practitioner?), this typology looks at implications for the respondents' own movement. Was the respondent treating his situation as a decision (where he had to choose between two or more alternatives); as a problem (where he knew what he wanted to do but a barrier stood in the way); as a worry (where he was anxious and lacked control); or as a comprehending situation (where he wanted to understand something)? The typology was coded as a series of four independent dichotomous judgments. For some tables, the four independent measures were then presented in all possible combinations yielding the typology. Quaire location: derived from Q1 & Q2; Q7, Q8 & Q9 Unit of analysis: brief articulation/focal situation CA scheme #: CA #6 Chapter: 7, 8, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
(9) Final resolution state	The variable taps the respondent's perceptions of the resolution state of his focal situation after 10 pages of in-depth discussion. Each focal situation was coded as "unresolved" or "almost resolved" or "resolved." Quaire location: Q28 Unit of analysis: focal situation CA scheme #: ---- Chapter: 7, 14
(10) Decision, problem, worry, comprehending index items	This is a set of 19 dichotomous items each of which taps the respondent's own perception of the implications for movement in his situation. Did he see himself as making a decision? getting around a barrier? and so on. While in variable 8, the coder assessed the implications for respondent movement based on the respondents' articulation, here the respondent assessed his own implications for movement. Each of the 19 items was *a priori* defined as tapping one of the four situation states. Quaire location: Q10 Unit of analysis: focal situation CA scheme #: ---- Chapter: 8, 16
(11) Decision, problem, worry, comprehending index states	These four index states were formed from the dichotomous items described in 10 above. The 19 items were divided into four groups, each of which was identified with one of the four states. Then the two best items within each group (i.e. the two which correlated best with each other) were indexed. Indexing was done by summing the "yes" answers such that a focal situation could have a value of 2 (two "yes" answers); 1 (one "yes" answer); and 0 (no "yes" answers). The focal situations with values of 2 were then defined as being in a given state. See Chapter VIII for details. A given focal situation could fall into none, or one or more of the index states. There was, in fact, about 50% overlap as indicated in Chapter VIII.

(continued)

Table 5-1 (Continued)

Variables	Description and location
	The DPWC index states are used as a major comparison variable in this report. Because of the substantial overlap in DPWC states, however, these comparisons should be seen as conservative indications of the potential differences that exist. Quaire location: derived from Q10 Unit of analysis: focal situation CA scheme #: ---- Chapter: 8,9,10,11,12,13,14,15,16
(12) Decision, problem, worry, comprehending language use	This set of four dichotomous coding judgments examined whether the respondent used decision, problem, worry, or comprehending words in describing his situation. These judgments contrast with (7) where the coder judged the implications for movement regardless of word use. Quaire location: derived from Q1, Q2 Unit of analysis: focal situation CA scheme #: CA #7 Chapter: 8
(13) Degree of social embeddedness	This variable taps the degree to which the respondent saw his focal situation as "socially embedded" -- involving other human entities (individuals or groups). Quaire location: Derived from Q11 Unit of analysis: focal situation CA scheme #: CA #13 Chapter: 9,16
(14) Types of situation embeddedness	This set of three dichotomous coding judgments was designed to tap the manner in which the respondent saw his focal situation as being related to other situations -- was the focal situation related at all? Did it grow out of other situations? Did it lead to or have consequences for other situations? Quaire location: Q14, Q16, Q18 Unit of analysis: focal situation CA scheme #: ---- Chapter: 9, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
(15) Types of perceptual embeddedness	This set of two dichotomous items was designed to tap the perceptual constraints the respondent saw as applying to his focal situation. Did the situation require standing back or getting up close for understanding? Was the situation easy or hard to get at the heart of? Quaire location: Q15, Q17 Unit of analysis: focal situation CA scheme #: ---- Chapter: 9, 16
(16) Number of time line steps	This variable taps the coder-determined number of distinct events or steps, ordered on the dimension of time, that were contained in the respondent's "time line" description of his focal situation. Quaire location: derived from Q7, Q8, Q9 Unit of analysis: focal situation CA scheme #: CA #19 Chapter: 10, 16
(17) Orientational state	This variable taps what the respondent was paying attention to as he moved through his time line. The particular focus is placed on whether the respondent was paying attention to the internal states of self or others (e.g. emotions, ideas) or the external states of self or others (e.g. behaviors that are observable). Quaire location: derived from Q7, Q8, Q9 Unit of analysis: time line step CA scheme #: CA #20 Chapter: 10, 16
(18) Direction of movement	This variable looks at whether the respondent described himself as actor (i.e. the person doing the moving), recipient (i.e. the recipient of someone else's move), or observer (i.e. where he was neither actor nor recipient) as he moved through his time line. Quaire location: derived from Q7, Q8, Q9 Unit of analysis: time line step CA scheme #: CA #21 Chapter: 10, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
(19) Tactic analysis	This variable qualitatively describes the behaviors by which respondents "informed" themselves or "made sense" out of situations. The coding is organized around five categories of tactics designed to describe fundamental controlling behaviors -- pointing, connecting, stopping, continuing, and repeating. The tactic analysis is applied to three questionnaire locations: 1) the recollection of the focal situation on the time line, 2) the report of how information things were found, and 3) the projections of how hypothetical situations would be handled. Time line tactics Quaire location: derived from Q7, Q8, Q9 Unit of analysis: time line step CA scheme #: CA #22 Chapter: 10, 15, 16 How information things were found analysis Quaire location: derived from Q13 Unit of analysis: tactic for information thing CA scheme #: CA #22 Chapter: 12, 16 How hypothetical situations would be handled Quaire location: Q33, Q35, Q37, Q39 Unit of analysis: hypothetical tactic CA scheme #: CA #22 Chapter: 15
(20) Time line third	This variable locates the time position of each time line step in terms of how far the step was "into" the situation: was the step one-third of the way in, two-thirds of the way, or three thirds. The calculations were done as follows. A given time line step was identified in sequential order as being #1, #2, and so on. The identification number was then divided by the total number of time line steps in a given focal situation. The resulting figure was then recoded to 1/3, 2/3, or 3/3 according to the proportion that resulted. For example: in a situation with 9 time line steps, step 1 would have a value of 1/9 = .11 which was less than .33 so the step would be identified as 1/3.

(continued)

Table 5-1 (Continued)

Variables	Description and location
	The purpose here was to allow a beginning analysis of the "time" dimension so central to the time line analysis. Quaire location: derived from Q7, Q8, Q9 Unit of analysis: time line step CA scheme #: ---- Chapter: 10
(21) Tactic use index items	Unlike variable (19) which looks at "informing" or "making sense" behaviors coded and derived from open-ended data, this series of 13 items taps different approaches to "making sense" in a series of dichotomous "yes/no" closed-ended questions. The respondent is asked if he "changed his view of the situation" or "complained to someone" and so on. Quaire location: Q22 Unit of analysis: focal situation CA scheme #: ---- Chapter: 10, 16
(22) Helpfulness of tactics/ information	A number of times in the questionnaire, respondents were asked whether things they did or things they learned about "helped" or "did not help." The result yielded a dichotomous "yes/no" variable. For this report, the "helpfulness" analysis was applied to: 1) respondent reports of what tactics they used in their focal situations (see variable 19), and 2) respondent reports of what information things they found in the process of moving through their focal situations (see variable 28). Helpfulness of tactics on time line Quaire location: Q22 Unit of analysis: each tactic used in focal situation CA scheme #: ---- Chapter: 10, 16 Helpfulness of information things Quaire location: Q13 Unit of analysis: information thing found CA scheme #: ---- Chapter: 12, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
(23) Utilities of tactics/ information	Regardless of the answer given in terms of helpfulness (see variable 21 above), each respondent was asked how each tactic used (or information thing found) was helpful or why it was not helpful. These responses tapped the "uses" or "utilities" the respondent obtained from the tactic (or the information thing). The analysis focuses on the "functional unit" as seen by the respondent. Was a tactic helpful because it helped him make progress, plan, understand, or control self? For the purposes of this report, the analysis was applied to: 1) respondent reports of the tactics they used in their focal situations (see variable 20), and 2) respondent reports of the information things they found in the process of moving through their focal situations (see variable 28). Functional units of tactics Quaire location: derived from Q22 Unit of analysis: each tactic used in focal situation CA scheme #: CA #27 Chapter: 10 Functional units of information things Quaire location: derived from Q13 Unit of analysis: information thing found CA scheme #: CA #27 Chapter: 12, 16
(24) Institutional affiliation of other human entities/ sources	This qualitative variable taps the type of institutional affiliation (e.g. mass media, information agency, merchant/ seller of product or service, etc.) of the other human entities (individuals or groups) involved in each respondent's focal situation. The qualitative scheme was applied, for purposes of this report, to: 1) the other human entities mentioned by the respondent as being involved in the focal situation, and 2) the sources used for finding information things. Institutional affiliation of other human entities Quaire location: derived from Q11 Unit of analysis: other human entity in focal situation CA scheme #: CA #15 Chapter: 11, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
	Institutional affiliation of sources for information Quaire location: derived from Q13 Unit of analysis: information thing CA scheme #: CA #15 Chapter: 12, 16
(25) Peer/kin network affiliation of other human entities	This qualitative variable taps the peer-kin network affiliation (e.g. friend, relative, neighbor, etc.) of the other human entities (individuals or groups) involved in each respondent's focal situation. Quaire location: derived from Q11 Unit of analysis: other human entity in focal situation CA scheme #: CA #16 Chapter: 11, 16
(26) Nature of involvement in situation	This scheme consists of a series of dichotomous ("yes/no") variables in which the role of another human entity is pinpointed. Did the respondent describe the entity as... having the same role as the respondent, being a professional, someone who was helping the respondent, and so on? Quaire location: derived from Q11 Unit of analysis: the other human entity in focal situation CA scheme #: CA #17B-18B Chapter: 11, 16
(27) Number of information things	This variable counts the number of different "information things" the respondent tried to find out in: 1) his focal situation, and 2) a series of hypothetical situations. Number of info things in focal situation Quaire location: derived from Q12, Q13 Unit of analysis: focal situation CA scheme #: CA #24 Chapter: 12, 15, 16 Number of hypothetical info things Quaire location: derived from Q34, Q36, Q38, Q40 Unit of analysis: respondent CA scheme #: ---- Chapter: 15

(continued)

Table 5-1 (Continued)

Variables	Description and location
(28) Information types	The general purpose of this variable is to tap the nature of the things the respondent wanted to find out, the questions the respondent wanted to ask, and the understanding the respondent wanted to attain. The content analysis scheme was applied to: 1) the information things respondents tried to find in their focal situations, 2) the questions respondents would ask a hypothetical expert for their focal situation, and 3) the information things respondents said they would try to find in a series of hypothetical situations. Info things tried to find in focal situation Quaire location: derived from Q12, Q13 Unit of analysis: information thing CA scheme #: CA #25 Chapter: 12, 13, 15, 16 Questions respondent would ask hypothetical expert Quaire location: derived from Q29 Unit of analysis: questions R would ask expert CA scheme #: CA #25 Chapter: 13, 16 Info things would try to find in hypothetical situations Quaire location: derived from Q34, Q36, Q38, Q40 Unit of analysis: hypothetical info thing CA scheme #: CA #25 Chapter: 15
(29) Ease of finding	This variable taps respondent reports of how easy it was to find "information things" in their focal situations. Each respondent was asked whether it was "easy, hard, or impossible" to find each information thing. Quaire location: derived from Q13 Unit of analysis: information thing CA scheme #: ---- Chapter: 12, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
(30) Number of professional sources used	This variable taps the number of professional sources respondents used in their attempts to find "information things" in their focal situations. Quaire location: derived from Q13 Unit of analysis: information thing CA scheme #: CA #18B Chapter: 12, 16
(31) Number of institutional sources used	This variable taps the number of institutionally-connected sources respondents used in their attempts to find "information things" in their focal situations. Quaire location: derived from Q13 Unit of analysis: information thing CA scheme #: CA #15 Chapter: 12, 16
(32) Success in information seeking	This variable taps whether an "information thing" the respondent tried to find in a focal situation was successfully found. Quaire location: derived from Q13 Unit of analysis: information thing CA scheme #: ---- Chapter: 12, 16
(33) Number of questions for hypothetical expert	This variable taps the number of questions each respondent said he would ask an "expert" on the topic of his focal situation if such an expert were available. Quaire location: derived from Q29 Unit of analysis: focal situation CA scheme #: ---- Chapter: 13, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
(34) Number of things would want expert to know	This variable focuses on the things the respondent would want the expert to know about himself and his focal situation so that the expert could really be helpful. Quaire location: derived from Q30 Unit of analysis: focal situation CA scheme #: ---- Chapter: 13, 16
(35) What R wants expert to know	This variable taps qualitatively the nature of the things the repondent would want an expert to know about himself and his focal situation so that the expert could really be helpful. Quaire location: derived from Q30 Unit of analysis: thing would want expert to know CA scheme #: CA #30 Chapter: 13, 16
(36) Likelihood of library having info	This variable simply taps how likely the respondent thought it was that a library would have some information that would be helpful in the focal situation. Quaire location: derived from Q31 Unit of analysis: focal situation CA scheme #: ---- Chapter: 13, 16
(37) Resolution availability/ accessibility	This is a series of five items tapping the degree to which the respondent thought that information and/or resolutions were available and accessible for his focal situation. The respondent was asked in turn: how easy it was to deal with the situation, how available a resolution was, how available information was, how available outside help was, and how many people could resolve the situation. Quaire location: Q23, Q24, Q25, Q26, Q27 Unit of analysis: focal situation CA scheme #: ---- Chapter: 14, 16

(continued)

Table 5-1 (Continued)

Variables	Description and location
(38) Terminal resolution status characteristics	This series of four measures tapped various aspects of the terminal resolution status -- i.e. the resolution status of the focal situation at the end of the in-depth articulation/description of that situation. Respondents were asked whether they considered their situation to be resolved, almost resolved, or unresolved (see variable 8, final resolution status). If the situation was resolved, each respondent was asked whether the situation was resolved the way he felt it should be, and how satisfied he was with the resolution. If the situation was almost resolved or unresolved, each respondent was asked if the situation still existed, and if he was still working on the situation. Quaire location: Q28 Unit of analysis: focal situation CA scheme #: ---- Chapter: 14, 16
(39) Reasons for lack of resolution	For situations which were unresolved or almost resolved, respondents were asked to identify the reasons why the situation was not completely resolved. These reasons were tapped qualitatively. Quaire location: Q28 Unit of analysis: reasons why R lacked resolution CA scheme #: CA #28 Chapter: 14, 16
(40) Sub-samples	Three different samples were drawn for this study. All samples consisted of adult (18 years or older) residents of the City of Seattle. One sample was a general population sample. The second was a sample of Asians residing in the seven census tracts with the highest saturation of Asian residents. The third was a sample of Blacks residing in the seven census tracts with the highest saturation of Blacks. Sample ns were 300, 151, and 151 respectively. See Chapter IV for sampling details.

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[a] The variables are presented here in the same order in which they are introduced in the analysis chapters.

[b] The underlined chapter number indicates the chapter in which the variable is a central focus of attention.

Table 5-2

A guide to the different units of analysis in this report

Unit	Explanation	Number in Sample		
		GP	Asian	Black
Respondent	The basic unit of analysis is the respondent	300	151	151
Brief articulations	Each respondent was asked to briefly describe problems, worries, and concerns he had had recently. Maximum coded per respondent: 5	963	274	336
Brief articulation depths	The brief situation articulations were coded on topic focus. Some situations had embedded within them more than one topic focus. So, the brief articulation depth unit was devised. Maximum coded per brief articulation: 2	1390	373	464
Focal situations	From the brief situation articulations, one focal situation was chosen for in-depth analysis	267	102	118
Time line steps	Each respondent described his focal situation in terms of the events that happened ordered in a time sequence. Each event became a new unit of analysis: a time line step. Maximum coded per focal situation: 18	2087	650	628

(continued)

Table 5-2 (Continued)

Unit	Explanation	Number in Sample		
		GP	Asian	Black
Other human entities	Each respondent was asked what other people were involved in his focal situation. Each individual and group named counted as one "other human entity." Maximum coded per focal situation: 4	380	104	121
Information things	Each respondent was asked what things he tried to find out about his focal situation. Coders counted each thing. Maximum coded per focal situation: 4	397	106	117
Information things found	Respondents were asked if they were successful in finding the information things they named. Each information thing successfully found became another unit. Maximum coded per focal situation: 4	262	67	67
Tactics for information things	The information things were analyzed on the behaviors or "tactics" respondents used to "find" or inform themselves. Each behavior used in "finding" things became another unit. Maximum coded per information thing: 2	486	122	122
Questions R would ask expert	Each respondent was asked what questions he would ask of an "expert" on his focal situation. Maximum coded per focal situation: 4	405	109	116

(continued)

Table 5-2 (Continued)

Unit	Explanation	Number in Sample		
		GP	Asian	Black
Things R wanted expert to know	Each respondent was asked what things he would want an expert to know about himself and his situation in order for the expert to be most helpful. Maximum coded per focal situation: 3	319	93	112
Lacking reasons	Each respondent was asked the reasons why he lacked a resolution (or a perfect resolution) for his focal situation. Maximum coded per focal situation: 3	278	97	118
Hypothetical tactics	Each respondent was presented with four hypothetical situations. He was asked to place himself in the situation and imagine the things he would do. Each behavior he said he would use to "inform" himself became a hypothetical tactic. Maximum coded per hypothetical situation (across 4 situations): 2	2149	----	----
Hypothetical information things	Each respondent was asked what information things he would try to find out in order to deal with each of the four hypothetical situations. Maximum coded per hypothetical situation (across 4 situations): 2	468	----	----

Table 5-3

Interjudge coding reliabilities for variables used in this report.[b]

Variable #	Variable name[a]	Percentage of agreement between two coders[d]					
		Based on entire sample[c]			Based on non-missing data[c]		
		Obtained	Chance	Adjusted	Obtained	Chance	Adjusted
1	Number of situations named	85%	11%	83%	85%	11%	83%
2	Number of brief articulation depths	88%	20%	85%	85%	25%	80%
3	Topic focus						
	* exact code	95%	01%	95%	77%	01%	77%
	* within major categories	97%	05%	97%	88%	05%	87%
4	Initial resolution status	100%	33%	100%	100%	50%	100%
5	Aided/unaided data collection	96%	33%	94%	95%	50%	90%
6	Item order	97%	33%	96%	96%	50%	92%
7	CIR articulation typology						
	* Complaint	93%	33%	90%	91%	50%	82%
	* Information need	95%	33%	93%	94%	50%	88%
	* Resource/service need	93%	33%	90%	92%	50%	82%
8	DPWC articulation typology						
	* Decision	98%	33%	97%	98%	50%	96%
	* Problem	92%	33%	88%	90%	50%	80%
	* Worry	91%	33%	87%	89%	50%	78%
	* Comprehending	95%	33%	93%	94%	50%	88%
9	Final resolution status	100%	25%	100%	100%	33%	100%
10	DPWC index items	100%	33%	100%	100%	50%	100%

(continued)

Table 5-3 (Continued)

Variable #	Variable name	Percentage of agreement between two coders					
		Based on entire sample			Based on non-missing data		
		Obtained	Chance	Adjusted	Obtained	Chance	Adjusted
11	DPWC index states	100%	25%	100%	100%	33%	100%
12	DPWC language use						
	* Decision	98%	33%	97%	98%	50%	96%
	* Problem	98%	33%	97%	98%	50%	96%
	* Worry	98%	33%	97%	98%	50%	96%
	* Comprehending	98%	33%	97%	98%	50%	96%
13	Degree of social embeddedness	95%	20%	94%	94%	25%	92%
14	Types of social embeddedness						
	* tied in with others	97%	33%	96%	96%	50%	92%
	* grew out of others	98%	33%	97%	98%	50%	96%
	* led to others	98%	33%	97%	98%	50%	96%
15	Types of perceptual embeddedness						
	* stand back/up close	97%	25%	96%	96%	33%	94%
	* easy/hard to get at heart of	95%	33%	93%	95%	50%	88%
16	Number of time line steps						
	* exact code	80%	05%	79%	74%	06%	72%
	* within 1 step	88%	05%	87%	86%	06%	85%
	* within 2 steps	97%	05%	97%	96%	06%	96%
17	Orientational state	94%	11%	93%	80%	13%	77%
18	Direction of movement	97%	25%	96%	90%	33%	85%

(continued)

Table 5-3 (Continued)

Variable #	Variable name	Percentage of agreement between two coders					
		Based on entire sample			Based on non-missing data		
		Obtained	Chance	Adjusted	Obtained	Chance	Adjusted
19	Tactic analysis						
	* time line-exact	95%	01%	94%	80%	01%	80%
	* time line-major categories	95%	07%	95%	83%	08%	82%
	* info things-exact	99%	01%	99%	90%	01%	99%
	* info things-major categories	99%	07%	99%	93%	98%	92%
	* hypothetical-exact	90%	01%	90%	66%	01%	66%
	* hypothetical-major categories	95%	07%	95%	83%	08%	82%
20	Time line third	99%	25%	99%	97%	33%	96%
21	Tactic use index items	98%	33%	97%	98%	50%	96%
22	Helpfulness						
	* tactics	98%	33%	97%	96%	50%	92%
	* information things	100%	33%	100%	100%	50%	100%
23	Utilities (functional units)						
	* tactics-exact code	90%	02%	90%	81%	02%	81%
	* tactics-major categories	94%	14%	93%	89%	14%	87%
	* info things-exact code	95%	02%	95%	70%	02%	69%
	* info things-major categories	95%	14%	95%	72%	14%	71%
24	Institutional affiliation						
	* time line entities	97%	10%	97%	87%	10%	85%
	* information sources	96%	10%	96%	85%	11%	83%
25	Peer/kin network affiliation (time line entities)	98%	14%	98%	92%	17%	90%

(continued)

Table 5-3 (Continued)

Variable #	Variable name	Percentage of agreement between two coders					
		Based on entire sample			Based on non-missing data		
		Obtained	Chance	Adjusted	Obtained	Chance	Adjusted
26	Nature of involvement						
	* same role as R	95%	33%	93%	80%	50%	60%
	* gap with R	99%	33%	99%	95%	50%	90%
	* needs help/resources	96%	33%	94%	83%	50%	66%
	* professional	99%	33%	99%	98%	50%	96%
	* helper/facilitator	97%	33%	96%	88%	50%	76%
	* blocker/victimizer	97%	33%	96%	90%	50%	80%
	* object antagonism	98%	33%	97%	92%	50%	84%
	* being helped/facilitated	99%	33%	99%	98%	50%	96%
	* has control over R	99%	33%	99%	95%	50%	90%
27	Number of information things						
	* focal situation	100%	17%	100%	100%	20%	100%
	* hypothetical	97%	25%	96%	83%	33%	75%
28	Information types						
	* focal-exact code	95%	02%	95%	81%	02%	81%
	* focal-major category	96%	14%	95%	85%	17%	82%
	* expert-exact code	93%	02%	93%	80%	02%	80%
	* expert-major category	95%	14%	94%	82%	17%	78%
	* hypothetical-exact code	94%	02%	94%	71%	02%	70%
	* hypothetical-major category	97%	14%	07%	87%	17%	84%
29	Ease of finding	98%	25%	97%	94%	33%	91%
30	Number professional sources	99%	25%	99%	97%	33%	96%

(continued)

Table 5-3 (Continued)

Variable #	Variable name	Percentage of agreement between two coders					
		Based on entire sample			Based on non-missing data		
		Obtained	Chance	Adjusted	Obtained	Chance	Adjusted
31	Number institutional sources	98%	25%	97%	92%	33%	88%
32	Success in information seeking	99%	33%	99%	98%	50%	96%
33	Number of Qs for expert	95%	17%	94%	94%	20%	93%
34	Number things expert to know	97%	17%	96%	96%	20%	95%
35	What want expert to know						
	* exact code	93%	04%	93%	75%	04%	74%
	* major categories	97%	20%	96%	88%	25%	84%
36	Likelihood of library info	97%	20%	96%	96%	25%	95%
37	Resolution availability	100%	20%	100%	100%	25%	100%
38	Terminal resolution character						
	* resolved way should be	100%	33%	100%	100%	50%	100%
	* satisfaction with	100%	20%	100%	100%	25%	100%
	* still exist	100%	33%	100%	100%	50%	100%
	* still working on	100%	33%	100%	100%	50%	100%
39	Reasons lack resolution	94%	06%	94%	80%	07%	78%
40	Sub-samples	100%	25%	100%	100%	33%	100%
Demo	Occupation	90%	25%	87%	88%	33%	82%

[a] See Table 5-1 for a complete list of the variables with their descriptions.

[b] For this study, interjudge coding reliability is based on the percentage of times two coders agreed. The check was done on a 10% randomly drawn sub-sample of all respondents. Each of these sub-sample questionnaires was coded twice. All codes were then checked and the percentage of time two coders agreed was computed. The n for the reliability sub-sample was 60: 30 from the General Population sample, and 15 each from the Asian and Black samples.

(continued)

Table 5-3 (Continued)

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[c] Two sets of interjudge reliability figures are reported: a) a set based on the entire sample, and b) a set based only on non-missing data. The distinction requires an explanation. There are a number of different units of analysis in this study. Thus, while there were 602 respondents, the actual unit of analysis to which different variables were applied varied. If a variable described the focal situation, the n was 487. If it described the time line step, the n was 3407 despite the fact that if every respondent had had the maximum allowable time line steps the n would have been 10,836. The changing n problem presented a difficulty in doing the reliability checks. Say, for example, there were 68 errors in variable A applied to the time line steps. If the reliability for variable A was calculated on the basis of the maximum potential time line steps, the result would be 68/1080 (the maximum time line steps in the rxx sample) = 94%. If however, the reliability for variable A was calculated on the basis of the actually present time line steps, the result would be 68/335 (the number of time line steps in the rxx sample) = 80%. The first calculation is based on the entire sample potential; the latter on the non-missing data cases only. The former calculation is too liberal. Yet, the latter is too conservative because there were still 1080 cases in all to deal with. Both sets of reliability figures are reported.

[d] The obtained reliability figure is calculated with the percentage agreement index which is the proportion of times two coders agreed divided by the total number of items they coded. This index does not take into consideration the amount of agreement that can occur between two coders simply by chance. Thus, for example, on a dichotomous variable there is a 50% chance that two coders will agree simply by chance. Strictly speaking, the chance agreement should be based on the actual distribution of scores. Again, illustrating on a dichotomous variable, if the distribution is 90%-10%, the chance agreement is even higher than with a 50%-50% distribution. For purposes of this study, however, rectangular distributions were assumed in calculating the "chance" agreement. The adjusted index incorporates the chance agreement. The adjusted index is calculated by subtracting the chance rxx from the obtained rxx and dividing the result by 100 minus the chance agreement. The result states the proportion of the total non-chance agreement potential that was obtained by two coders. See: Scott, William A., "Reliability of content analysis: the case of nominal scale coding." *Public Opinion Quarterly*, 19:321-25, 1955; Stempel, Guido H. III., "Increasing reliability in content analysis." *Journalism Quarterly*, XXI, pp. 449-55, 1955.

Table 5-4

A guide to the purposes of the analytic chapters in this report.

Chapter	Title and purpose	Sample
VI	TOPIC FOCI OF SITUATIONS: IMPACTS ON DISTRIBUTION The purpose is to determine the distribution of topics of "need" for the current study, to assess possible biasing influences on the distribution, and to compare the results across eight prior studies which attempted to identify the "universe of information needs."	GP only
VII	SITUATION ARTICULATION The perspective is that of an information practitioner listening to an articulation. What does he hear being asked for? What does the individual want the practitioner to do? How is the individual moving in his situation? How stable are his articulation implications over time?	GP only
VIII	DECISION, PROBLEM, WORRY, COMPREHENDING TYPOLOGY The perspective is that of the individual evaluating how he sees himself moving through a situation. Is he trying to make a decision, trying to get around an obstacle to a goal, lacking options and in a state of worry, or trying to understand something or get facts? This chapter focuses on these movement states -- how they were measured, the degree to which they overlap with each other, and how well articulations judged by coders agree with individual definitions.	GP only

(continued)

Table 5-4 (Continued)

Chapter	Title and purpose	Sample
IX	THE EMBEDDEDNESS OF SITUATIONS The perspective is again that of the individual and how he sees his situation. The question is how "embedded" he sees his situation -- socially, situationally, and perceptually. The premise is that "embeddedness" is potentially a useful situationally-bound descriptor which information practitioners can elicit from their clients.	GP only
X	TACTICS FOR SITUATION FACING This chapter takes the perspective of the individual reporting on the behaviors he uses to face a situation. The core notion is that the behaviors people use to move through situations can be thought of as coping or making-sense tactics. What do people do as they move through different kinds of situations? Why do they use different behaviors; what utilities do different coping tactics have? How can an information practitioner usefully intersect in this string of behaviors?	GP only
XI	THE INVOLVEMENT OF OTHERS IN FOCAL SITUATIONS This chapter takes the perspective of an outside observer describing the "others" involved in an individual's situation. The chapter grows out of more traditional "source studies." In this case, however, the "others" involved are all "others" (individuals or groups) whom the individual intersected with in the process of facing his situation. The chapter looks at the peer-kin versus institutional affiliations of these "others" as well as the nature of their involvement. Were the others helpers, barriers, and so on?	GP only

(continued)

Table 5-4 (Continued)

Chapter	Title and purpose	Sample
XII	INFORMATION This chapter, by far the longest, focuses on information in the broadest sense. The perspective is that of the individual moving through his situation. What things did he try to learn or come to understand or find out? What tactics did he use for "finding" these things? How easy was it to find them? How successful was he? How did the "information things" he found help him? Did the "information things" he found help him? How? The underlying intent is to begin to explore how the information practitioner can more fully deal with "information" as it is seen from the client's point of view.	GP only
XIII	HYPOTHETICAL USE OF EXPERTS Since current use of formal information systems is so low, this chapter attempts to look at the potentialities of possible use. The perspective is that of an individual in a situation. If he could find an "expert" on his particular situation, what questions would he ask? How do these questions differ from the "information things" he actually tried to find? What does the individual think the expert ought to know about him and his situation to be most helpful? How likely does the individual think it is that a library would have helpful "information"?	GP only

(continued)

Table 5-4 (Continued)

Chapter	Title and purpose	Sample
XIV	SITUATION RESOLUTIONS Again this chapter takes the perspective of the individual in a situation. What is his perception of the resolution status of his situation? What is his perception of the availability and accessibility of a resolution? What does he see as barriers to situation resolution? The underlying intent is to look at the notion of "resolution" from the point of view of the individual.	GP only
XV	HYPOTHETICAL SITUATIONS The primary purpose of this chapter is to assess the difference between tapping respondent behavior on the basis of actual situations versus his reports of projected behavior in hypothetical situations. The chapter looks at respondents' reports of the coping tactics they would use in four hypothetical situations. In addition, the chapter looks at the "information things" respondents said they would try to "find" in these situations.	GP only
XVI	CROSS-SAMPLE COMPARISON The primary purpose of this chapter is to compare the three project samples (General Population, Asian, and Black) on most of the variables used in Chapters VI through XIV. The intent is to assess how well the situationality approach applies to different population groups. A secondary intent is to pinpoint areas of need for the development of different strategies for dealing with different sub-population groups.	GP Asian Black

Chapter VI

TOPIC FOCI OF SITUATIONS: IMPACTS ON DISTRIBUTION

Purpose

This study grows out of the Warner et al. (1973) and Gee (1974) attempts to identify the "universe of information needs." It is appropriate, therefore, to start the analytic chapters with this focus. However, the purpose here goes beyond a straight attempt to identify "the universe" of needs to an attempt to look at possibe impacts on the answers obtained from such surveys of "needs."

One of the major purposes of doing any sort of needs assessment is system planning. If one can identify the topical nature of needs and their relative distribution among these topics, then one can decide how to allocate resources (e.g. the acquisition of materials and personnel). To date, the studies (Warner et al., in particular) have contributed greatly by providing a standardized coding scheme for tapping the topical content of articulated needs (see content analysis scheme #3 in Appendix E). This scheme has been used in a series of studies at different times of the year, in different places, and with different populations. It is a cross-situational scheme with utility for a variety of applications.[1]

The prior studies focused on identifying the nature of needs. None of these studies looked at influences on the answers obtained from a needs survey. Yet, knowing what possible factors might have impact on the answers obtained is crucial.

If, for example, a community-needs assessment shows that "consumer" issues are of most concern and a library makes a decision to allocate resources to answering "consumer" questions, this is a decision with some risk attached. The decision maker should be aware that some of the factors which may have produced an answer at one point in time may not produce the same answer at another point in time.

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[1] See Table 6-8 for a report of nine applications of the scheme.

There are many situational factors that could influence the frequency and distribution of "information needs." Year, season, geographic location, current events, are all factors which will have impact. In fact, it is reasonable to think of the universe of information needs as being fluid and changing in response to a variety of factors. This notion suggests that needs ascertainment must be a continuing process.

A more difficult issue, however, is whether the methodology of the needs ascertainment itself introduces biases into the answers obtained. The observational base (i.e. what is being observed: answers from a sample of responses? actual needs brought to an agency?) may have impact. And, the very question asked might well have an impact (e.g. asking respondents to identify their information needs versus asking them to identify their problems, worries, and concerns). This latter problem is an important one in the context of this study. While most past studies asked respondents to identify their "information" needs, this study[2] purposely did not use "information" as a cue word. It was felt that using the word "information" would cue respondents to only a sub-set of their everyday problems, worries, and concerns (e.g. those that have something to do with objective information) and restrict respondents in their definition of information.

The general purpose of this chapter, then, is to begin to isolate varying factors which might have an impact on the frequency and distribution of various topics as "information needs." This general purpose is approached in three stages.

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[2] See Chapter III for a full discussion of this issue.

1) First the "needs" as identified in the current study are presented.

2) Comparisons of the resulting distribution of needs are then made across a number of potential "impact" variables.

3) The distribution of needs across a series of nine studies is compared.

Variables in this chapter

Focus variables. In this chapter, there are three focus variables. These are:

* Number of situations named. This variable looks at the number of different situations named by respondents in Section I of the questionnaire. This chapter uses this variable as a counting variable to identify one aspect of the universe of needs, i.e. the number of articulated needs a respondent gives. (See variable 1 in Table 5-1).

* Number of brief articulation depths. Each situation (problem, worry, or concern) named in Section I was analyzed on topic focus. Since situation articulations often mentioned more than one topic, the brief articulations of situations were further divided into depths. Each mention of a different topic within a situation articulation was coded as a brief articulation depth. This variable taps the number of depths (and therefore the number of topics) per brief articulation. (See variable 2 in Table 5-1).

* Topic focus. This variable taps the topical content or area of focus of the situation. The variable was applied to a maximum of two brief articulation depths. For this chapter, both major categories as well as the sub-categories are used. The identification of the topical nature of needs is seen to be an important tool for the allocation of resources. (See variable 3 in Table 5-1).

Comparison variables. A number of variables are used in this chapter to study impacts upon topics within the "universe of information needs." These comparison variables are:

* Initial resolution state. This variable taps the respondent's perceptions of the resolution state of his situations at the point of initial articulation. (See variable 4 in Table 5-1). For this chapter, the purpose is to see what impact this variable may have had on the distribution of topics.

- Aided/unaided data collection. This variable taps the difference in the way in which situation descriptions were elicited from respondents (i.e. with or without topic cues). There were twelve topic cues for this study. The purpose is to see where situations elicited with topic cues differed in topic foci from those elicited without topic cues. (See variable 5 in Table 5-1).

- Item order. This variable taps the order in which topic focus cues were given to the respondent. First, the pool of 12 topic cues was randomly ordered. Then, two presentations of this random ordering were made to respondents. The purpose was to test the impact of order of topic cues on the frequency with which different topics were mentioned as "problems, worries, and concerns." (See variable 6 in Table 5-1).

Results

The analysis tables are presented at the end of this chapter. Major findings are listed below in the order they were derived from the tables. Conclusions and implications are reserved for a final section of this chapter.

Table 6-1. This table looks at the number of different situations respondents named in brief articulations. The situations analyzed were the 1211 problems, worries, and concerns the General Population respondents identified in Section I of the questionnaire.

- An average of 4.0 situations were named by respondents. A maximum of five situations per respondent were coded for further analysis, yielding a total of 963 situations for the General Population sample.

- 11.3% of the respondents named no situations while 12.6% of the respondents named eight or more different situations.

- No respondent named more than 14 different situations.

Table 6-2. Since situation articulations often mentioned more than one topic, the brief articulations of situations were further divided into depths --each different topic mentioned being one depth. This table looks at the number of brief articulation depths per situation. The situations analyzed were the 963 problems, worries, and concerns identified by respondents in Section I of the questionnaire.

- The average number of topics mentioned per situation was 1.5.

- 55.6% of the situations named by respondents focused on only one topic.

- Only 10.1% were judged to have 3 or more depths. For purposes of further analysis, situations were coded to a maximum of 2 depths each.

Table 6-3. This table looks at the frequency of mention of each of the major categories of topic focus. The unit of analysis was the 1390 brief articulation depths coded from the 963 problems, worries, and concerns identified by the General Population respondents.

- Over 70% of all mentions (i.e. depths) fell into only seven out of 19 major topic categories.
- The greatest number of depths (17.3%) fell into the "Child care, family, & personal concerns" category.
- The only other areas into which at least 7% or more of the depths fell were: "Employment" (11.6%); "Health" (10.7%); "Consumer" (8.2%); "Education & schooling" (8.0%); "Financial matters" (7.8%); and "crime & safety" (7.6%).
- The remaining depths (less than 30%) were spread over the other 12 categories.

Table 6-4. This table looks at the frequency of depths coded in each of the topic focus sub-categories. The units of analysis were again the 1390 brief articulation depths identified by the General Population respondents.

- Depths were widely spread over the sub-categories. Depths fell into 122 of the 158 sub-categories.
- The largest frequency found in any of the sub-categories was 6.8% in "Physical health."
- Frequencies reached over 4.0% in only 6 other categories. These categories are: "Prices too high" - 5.5%; "Care, well-being, and behavior (of other family members)" - 5.1%; "Care, well-being, and behavior (of self)" - 4.4%; "Not enough money to make ends meet" - 4.3%; and "Other child care, family, & personal concerns" - 4.0%.

Table 6-5. This table looks at the impact of unresolved versus resolved states on the frequency with which different topics were articulated. The units of analysis were again the 1390 brief articulation depths identified by the General Population respondents.

- * The rank orderings of the frequency with which different topics were named in unresolved versus resolved situations were not markedly different from each other. Thus, if one orders the topics in terms of the most frequently mentioned (i.e. a rank of 1) to the least frequently mentioned (i.e. a rank of 19), unresolved versus resolved situations produced essentially the same order. The Spearman rank-order correlation[3] between the two lists was .95, significant at $p < .001$.

- * The three most frequently named topic areas were the same for both lists. These categories are: "Child care, family, & personal concerns," "Employment," and "Health."

- * The absolute difference in the percentage of mention given to a particular topic area was never greater than 4.0% The largest absolute difference was found for "Child care, family, & personal concerns" (16.3 unresolved, 20.3 resolved).

Table 6-6. This table looks at the impact of aided versus unaided data collection techniques on the frequency with which different topics were mentioned as problems, worries, and concerns. The units of analysis were again the 1390 brief articulation depths identified by the General Population respondents.

- * The rank orderings of the frequency with which different topics were named in aided versus unaided data collection were not significantly different from each other. The Spearman rank-order correlation between the two lists was .83, significant at $p < .001$.

- * When looking at the top five most frequently named topic areas, the two lists (aided versus unaided) shared four topic areas in common: "Child care, family, & personal concerns;" "Employment;" "Health;" and "Education & schooling."

- * One topic area did not appear in the top five in both lists. For unaided data collection, financial matters and assistance was ranked 4th (10.7%) while in aided it was ranked 9th (5.9%). For aided data collection, crime and safety was ranked 4th (9.7%) while in unaided it was ranked 8th (4.5%).

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[3] A Spearman rank-order correlation taps the degree to which two frequency distributions are rank-ordered the same. A correlation of + 1.0 indicates the two lists are rank-ordered identically. A correlation of - 1.0 indicates the two lists are ordered in exact reverse order. See: Nie, Norman H. et al., Statistical Package for the Social Sciences. New York: McGraw Hill, 1975 (second edition).

- The absolute difference in the percentages of mention given to a particular topic area was never greater than 6%. The largest absolute differences (i.e. greater than 4%) were found for: employment (15.0 unaided, 9.3 aided); child care, family, & personal concerns (20.6 unaided, 15.2 aided); crime & safety issues (4.5 unaided, 9.7 aided); financial matters & assistance (10.7 unaided, 5.9 aided); and neighborhood issues (2.7 unaided, 7.3 aided).

Table 6-7. The topic cues used in aided data collection were first randomly ordered for the study. Two versions of the order were presented to the respondents. Some respondents received the list in the randomly determined order. Others received the topic cued questions in reverse order. This table looks at the impact of item order on the frequency with which situations were elicited by the different topic cues. The units of analysis for this table are the 790 General Population situations elicited by topic cues in response to questions in Section I of the questionnaire. It should be noted that the terms topic depth and topic cue are not equivalent. Topic depths were coded from situation articulations while topic cues were wordings built into the form of the question asked. Therefore, a situation named by a respondent in answer to a topic-cued question may not have been coded in the same topic area as the topic cue (e.g. a respondent may have named a situation in response to a question with a legal topic cue, but the situation as articulated concerned landlord problems). Thus, the topic cues, while they may aid respondents' memories, did not determine the topic focus of the articulation as coded for this study.

- The rank orderings of the frequency with which situations were named in response to different topic cues did not differ significantly by item order. The Spearman rank-order correlation between the two lists (item order A and item order B) was .87, significant at $p < .001$.

- The two orders share three topic cues as being the most productive in eliciting situations. Consumer, housing, and health appeared in both lists as among the four most productive topic cues.

- One topic cue, however, did not appear in the top four in both lists. For item order A, Crime & safety ranked in a tie for 1st (12.4%) while in item order B, it was ranked 6th (8.5%). For item order B, employment was ranked 3rd (9.8%) while in item order A, it was ranked 7th (7.4%).

- The topic focus category "Child care, family, & personal concerns" was the most-mentioned topic as measured by the topic focus content analysis scheme (see Table 6-3). However, the topic cue "Children & family" only ranks 8th (7.0%) and 10th (4.9%) in the number of situations elicited from respondents. One explanation of this difference is that respondents mentioned "Child care, family, & personal concerns" (i.e. situations that were coded in that category in the content analysis scheme) in response to a variety of topic cues other than "Children & family."

Table 6-8. To date, nine different studies have been done on "urban information needs," all using a similar topic focus coding scheme. The studies were completed between 1972 and 1975 in Baltimore, Maryland; Elmira, N.Y.; Seattle, Washington;[4] Syracuse, N.Y.; and Washington, D.C. These studies were performed under varying conditions. They were done at different times and seasons and with different populations. Methods of collection used in the studies included field surveys, phone surveys, studies of agency rosters, and content analysis of newspaper "action line" columns. Among the field and phone surveys, the present study is the only one which did not use the word "information" as a cue for eliciting situations. Each of the studies attempted to identify the "universe of information" needs (see earlier discussion in this chapter and in Chapter II). This table looks at the impacts of varying conditions in these studies on the frequency with which different topics were mentioned as "problems, worries, and concerns" (e.g. the current study); problems brought to an agency (e.g. agency rosters and newspaper action lines); or, "information needs" (e.g. the field and phone surveys prior to this study). The units of analysis vary from study to

study. Basically, they are all the number of mentions given to a specific topic area.

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[4] It should be noted that while Tables 6-1 through 6-7 were based only on the General Population sample of the current study, Table 6-8 incorporates data from all three samples (General Population, Asian, and Black). See Chapter IV on sampling.

- No single influence emerges to explain the range of differing distributions mentioned in the studies.
- Ranking the topics in each of the studies from the most mentioned to the least mentioned, "Consumer" issues ranks first in most of the studies (5 of the 9).
- Other categories occurring most often in the top five topics across studies include "Education & schooling," "Health," "Employment," and "Miscellaneous and public affairs."
- Several possible influences on topic distribution suggest themselves on the basis of differing observation bases (e.g. field versus phone versus newspaper versus agency roster). For example, the newspaper content analysis studies (Seattle 1973 and Washington D.C. 1974) shared topic similarities. These studies analyzed letters appearing in the "action line" or "problem solver" columns of the newspapers studied. "Consumer" issues was the most often mentioned topic in both the Seattle (26.2%) and the Washington, D.C. (45.0%) studies. "Miscellaneous & public affairs" was the second most mentioned topic in both content analysis studies (24.8% in Seattle and 10.8% in Washington).
- In contrast, the Syracuse phone survey found as its most frequent topic, "Miscellaneous & public affairs." This is possibly explained by the fact that this study was completed in the summer of 1972, just prior to national elections. In addition, this was the only field survey to have used only one unaided item to elicit situations.
- The agency roster study (completed in Seattle at a Chicano agency in 1972) showed that the most mentioned topic actually brought into the agency was "Employment." This was the only study in which "Employment" ranked first. The result is explainable in terms of the purposes of self-help agencies with clientele having a high rate of unemployment.
- It is notable, too, that a sub-category embedded within the "Miscellaneous & public affairs" category--immigration and migration issues--received relatively high mention in both the current study's Asian sample (4.0%) and the Chicano agency study (7.4%). Again, the result is explainable in terms of the situational context of the life demands of both Asians and Chicanos.
- Perhaps the most extreme difference across all the studies is the contrast between the surveys which used "information" as a cue word for eliciting situations and the current study which did not. The most frequently-mentioned topic across all three sub-samples in the current study was "Child care,

family, & personal concerns" (a minimum of 14.5%, a maximum of 17.3%). The highest rank of this topic area in any other study is 6th (the Syracuse 1972 study). Otherwise, the highest rank was 13th. It appears that the cue word "information" does have an impact.

Conclusions and implications

The three purposes of this chapter were: 1) to identify the "universe of information needs" as tapped by this study; 2) to assess possible influences on the distribution of needs within the current study; and 3) to pinpoint possible sources of impact across the nine studies done to date using basically the same methods to identify the "needs." The first purpose will be discussed in one section below. The second two will be discussed together in a second section below.

Identifying the "universe of information needs."

One reason for the identification of the topical nature of "problems, worries, and concerns" has been to collect data as the basis for effective allocation of resources in systems planning. Systems planning in human services requires some degree of anticipation. Two questions must be asked: to what extent do individuals have "information" needs and what range of topics do these needs cover?

- The need for services designed to assist individuals in life-facing is apparent (88.7% of all respondents named at least one need). The average number of needs (4.0) per respondent suggests a multiplicity of "problems, worries, and concerns" with which individuals must cope at a single point in time.

- There was considerable diversity of topics mentioned by respondents as "problems, worries, concerns." No single major category covered even 20% of all articulated needs. Not only was the dispersion of needs among major topic categories wide, but the diversity of sub-categories mentioned also suggests the variety of needs within each major area of concern. This has at least two implications. First, such diversity indicates the effectiveness of the topic coding scheme in identifying the areas of these concerns. The scheme's usefulness as a tool in identifying topics is further reinforced by its application in previous studies. The variety of topic distributions among the studies suggests that the scheme is useful in a variety of contexts. Second, in the context of systems planning, the diversity of topics implies that systems designed to assist individuals in coping with these needs must be able to establish procedures by which they can handle the diversity (e.g. effective referral as a back up).

Influences on the distribution of topics. The identification of topics is a beginning step toward the definition of the "universe of information needs." However, systems planning also requires some understanding of the degree of risk involved in utilizing data obtained from a "needs assessment" survey. How and under what conditions do the topical concerns vary? Will a system designed for a "needs assessment" done today need to be modified tomorrow?

* In no two studies which have used basically the same "needs assessment" scheme have the rank orders and distribution of topics looked exactly the same.

* What caused an impact on these can not be precisely pinpointed. This study did suggest that the resolution state of the situation named did not have a sizeable impact. Nor did such possibly biasing questionnaire tactics as the use of aided versus unaided recall or topic cue.

* However, the current study which did not use "information" as a cue word for eliciting situations differed markedly from other surveys which did. In particular, the current study showed "Child care, family, and personal concerns" as the top ranked issue while the highest rank this area got in any other study was 6th. This has several implications. The most obvious is in terms of systems design. Studies which use the cue word "information" constrain the respondent to answering within the context of "existing" systems. Yet, data is also available which shows that the average citizen infrequently goes to the existing system for assistance with "everyday problems." Thus, the practitioner interested in designing a "new" system may want to pay more attention to the situations elicited without the "information" cue.

* Another notable difference between the studies centered on the kind of topic distributions obtained from agency rosters or newspaper "action-line" columns and those obtained from surveys. The former are "problems" actually brought to a practitioner. Thus, we find that clients of a Chicano action

agency brought "Employment" situations to the agency; contributors to the newspaper "action-lines" sent in primarily "Consumer" issues. These differences fit expectations of the kind of situations which these practitioners regularly deal with.

* Less dramatic differences were unearthed across the studies that seem to rest on the year (e.g. a higher frequency of public affairs issues during an election year). Other potential factors having an impact were: season and population of respondents.

* In sum, then, the portrait presented is that the "universe of needs" does not exist in isolation. The expression of topics changed with the times, the population, and the method of gathering data. Not only do individual citizens have diverse needs but also the diversity of needs collectively varies across time and space and method. Two implications are apparent. The first is that the system planner needs to be aware of the impact of method on the resulting distribution of needs. Second, any system basing its operation on needs assessment must acknowledge that the assessment must be continual and on-going. Today's needs will change tomorrow.

Table 6-1

Distribution of the total number of different situations named in brief articulations (General Population Sample only).

NUMBER OF DIFFERENT SITUATIONS NAMED IN BRIEF ARTICULATIONS[c]	PERCENTAGE OF RESPONDENTS
None	11.3
One	10.7
Two	16.7
Three	10.0
Four	12.3
Five	10.0
Six	7.3
Seven	9.0
Eight or more	12.6
MEAN # SITUATIONS	4.0
TOTAL RESPONDENTS	100.0[b] (n=300)[a]

[a] The unit of analysis for this table is the respondent. Each respondent could have named up to 17 different situations in brief articulation. No respondent named more than 14. There were 300 respondents in the General Population Sample. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] A total of 1211 different situations were elicited from the General Population Sample. Of these, a maximum of 5 situations per respondent were coded for purposes of the "brief articulation analysis" reported in this chapter and in Chapter VII. In all, 963 or 79.5% of the 1211 situations were analyzed. See the Codebook appendix for more details on how situations were selected for analysis.

Table 6-2

Distribution of the total number of brief articulation depths potentially codeable (General Population Sample only).

NUMBER OF BRIEF ARTICULATION DEPTHS POTENTIALLY CODEABLE[c]	PERCENTAGE OF BRIEF ARTICULATIONS
One	55.6
Two	34.2
Three or more	10.1
MEAN # DEPTHS	1.5
TOTAL BRIEF ARTICULATIONS	100.0[b] (n=958)[a]

[a] The unit of analysis for this table is the brief articulation. Each respondent was analyzed on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations. In coding the number of articulation depths, 5 brief articulations had missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] For purposes of further analysis, each situation in brief articulation was coded to a maximum to 2 brief articulation depths. These coding procedures yielded 1390 brief articulation depths in the General Population Sample.

Table 6-3

Distribution of the topic focus major categories (General Population Sample only).

MAJOR TOPIC FOCUS CATEGORIES	PERCENTAGE OF BRIEF ARTICULATION DEPTHS
Neighborhood	5.5
Consumer	8.2
Housing	4.2
Employment	11.6
Education & schooling	8.0
Health	10.7
Housekeeping & household maintenance	5.1
Transportation	4.0
Recreation & culture	2.2
Financial matters & assistance	7.8
Public assistance & social security	1.6
Discrimination & race relations	1.4
Child care, family & personal	17.3
Legal	1.8
Family planning & birth control	0.1
Crime & safety	7.6
Immigration, migration & mobility	0.2
Veterans & military	0.1
Miscellaneous & public affairs	2.7
TOTAL BRIEF ARTICULATION DEPTHS	100.0[b] (n=1390)[a]

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations. In addition, each articulation was coded to a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths across 300 respondents. There were no missing data for this analysis.

[b] The table reads vertically and sums roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

Table 6-4

Distribution of the topic focus sub-categories (General Population Sample only).

TOPIC FOCUS SUB-CATEGORIES	PERCENTAGE OF BRIEF ARTICULATION DEPTHS
NEIGHBORHOOD	
Neighbors	1.1
Neighborhood kids	0.8
Dogs in neighborhood	0.7
Rats in neighborhood	0.0
City services	0.3
Traffic and parking	0.9
Vacant lots, abandoned cars...	-0.2
Noisy airplanes	0.0
Neighborhood contact	0.5
Other neighborhood	1.0
CONSUMER	
Product quality	0.7
Product availability	0.5
Product information	0.2
Billing	0.1
Service availability	0.4
Service quality	0.2
Service information	0.1
Prices high	5.5
Consumer protection	0.1
Other consumer	0.4
HOUSING	
Loans and mortgages	0.3
Getting another/better place	0.7
Landlords	1.0
Public housing	0.0
Barriers to getting housing	0.5
Housing insurance	0.1
Selling house, sub-leasing	0.4
Getting emergency housing	0.0
Other housing	1.2
EMPLOYMENT	
Barriers to getting/keeping job	1.7
Changing jobs	1.2
Unemployment	2.6
Summer jobs	0.1
Present job complaints	2.7
Job training programs	0.4
Specific job-related problems	1.3
Unions	0.1
Other employment	1.6

(continued)

Table 6-4 (Continued)

TOPIC FOCUS SUB-CATEGORIES	PERCENTAGE OF BRIEF ARTICULATION DEPTHS
EDUCATION AND SCHOOLING	
Adult education	0.7
Financial aid for education	0.7
High cost of education	0.5
Educational information	0.5
Education system	3.3
Parent/student/teacher conflicts	0.1
Busing	0.0
Part-time jobs to support	0.1
Education certification	0.0
Other education and schooling	2.0
HEALTH	
Mental health	0.8
Physical health	6.8
Health insurance	0.7
Cost of health care	0.8
Availability/adequacy health care	0.7
Health information	0.1
Getting medical care	0.1
Other health	0.7
HOUSEKEEPING AND HOUSEHOLD MAINTENANCE	
Regulations	0.1
Utilities service	0.7
Property/house repairs, operation...	2.6
Housekeeping/do-it-yourself projects...	0.5
Car repair, operation...	0.7
Other housekeeping, household...	0.5
TRANSPORTATION	
Inadequate bus service	1.0
Crime on public transportation	0.1
Getting from one place to another	1.4
Auto insurance	0.1
Financing a car	0.1
High cost of public transportation	0.1
Road maintenance and markings	0.0
Inadequate emergency services	0.0
Information on public transportation	0.0
Other transportation	1.3
RECREATION AND CULTURE	
Too few child recreation opportunities	0.1
Too few adult recreation opportunities	0.2
Poor quality recreation areas...	0.1
High cost of recreation/entertainment	0.0
Information on recreation	0.0
Lack of supervision at playgrounds	0.0
Other recreation and culture	1.7

(continued)

Table 6-4 (Continued)

TOPIC FOCUS SUB-CATEGORIES	PERCENTAGE OF BRIEF ARTICULATION DEPTHS
FINANCIAL MATTERS AND ASSISTANCE	
Too high taxes	0.9
Getting loans or credit...	0.1
Filling in personal income taxes	0.1
Retirement	0.1
Stock market, investment, securities	0.1
Not enough money to make ends meet	4.3
Acquiring or selling properties	0.3
Handling money	0.1
Life insurance	0.1
Other financial matters/assistence	1.6
PUBLIC ASSISTANCE AND SOCIAL SECURITY	
Unemployment compensation, insurance	0.3
Social security	0.4
Food stamps	0.2
Medical assistance, medicare...	0.1
Welfare	0.4
Public disability insurance	0.1
Emergency financial help for housing	0.0
Emergency financial help for food	0.0
Emergency financial help (other)	0.0
Other public assistance/social security	0.1
DISCRIMINATION AND RACE RELATIONS	
Racial tensions	0.2
Discrimination based on sex	0.1
Discrimination based on race	0.2
Minorities moving into neighborhood...	0.1
Too much being given minorities...	0.1
Minorities being charged more...	0.0
Other discrimination/race relations	0.6
CHILD CARE, FAMILY RELATIONSHIPS, AND PERSONAL	
Day care programs, babysitting	0.1
High cost of day care	0.1
Child care, well-being, and behavior	3.5
Care, well-being, and behavior (other family)	5.1
Care, well-being, and behavior (self)	4.4
Information for child homework	0.0
Need for someone to talk to	0.1
Separations, divorces	0.1
Desertion	0.0
Other child care, family, personal	4.0

(continued)

Table 6-4 (Continued)

TOPIC FOCUS SUB-CATEGORIES	PERCENTAGE OF BRIEF ARTICULATION DEPTHS
LEGAL	
Divorce, separation, desertion laws	0.4
Legal contracts	0.3
Legal documents	0.1
Information on specific laws	0.0
Getting a lawyer	0.1
Getting cheap or free legal advice	0.1
Criminal records	0.1
Legal service	0.1
Other legal	0.8
FAMILY PLANNING AND BIRTH CONTROL	
Family planning/birth control	0.0
Adoption	0.1
Other family planning/birth control	0.0
CRIME AND SAFETY	
Lax law enforcement	0.6
Street lights	0.1
Crime against non-family	3.1
Crime against self, family	2.5
Drugs	0.1
Other crime and safety	1.3
IMMIGRATION, MIGRATION, AND MOBILITY	
Translation into English	0.0
Translation from English	0.0
Translation (direction unspecified)	0.0
Need to learn English	0.0
Immigration	0.1
Getting U.S. citizenship	0.0
Being new to area	0.0
Human contact	0.1
Interpretation of documents, rules...	0.0
Other immigration, migration, mobility	0.0
VETERANS AND MILITARY	
Veteran, GI benefits and rights	0.1
Joining military service	0.0
Military discharges	0.0
Other veterans and military	0.1

(continued)

Table 6-4 (Continued)

TOPIC FOCUS SUB-CATEGORIES	PERCENTAGE OF BRIEF ARTICULATION DEPTHS
MISCELLANEOUS AND PUBLIC AFFAIRS	
News, current events, sports, weather	0.4
Locating names and addresses	0.1
Political issues and politicians	0.0
General gov't. administration/policies	0.9
General factual information	0.0
General citizenship information	0.0
Foreign or international travel	0.0
Religious issues and theology	0.4
Mass media	0.0
Other miscellaneous	0.9
TOTAL BRIEF ARTICULATION DEPTHS	100[b] (n=1390)[a]

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations. In addition, each articulation was coded to a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths across 300 respondents. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 6-5

Comparison of the major topic focus categories in unresolved versus resolved situations (General Population Sample only).

MAJOR TOPIC FOCUS CATEGORIES	PERCENTAGE OF BRIEF ARTICULATION DEPTHS		
	Unresolved Situations	Resolved Situations	All Situations[c]
Neighborhood	5.6	5.1	5.5
Consumer	9.0	5.9	8.2
Housing	4.5	3.1	4.2
Employment	10.9	13.5	11.6
Education & schooling	8.8	5.6	8.0
Health	10.5	11.3	10.7
Housekeeping & household maintenance	4.6	6.5	5.1
Transportation	3.9	4.2	4.0
Recreation & culture	2.0	2.5	2.2
Financial matters & assistance	7.6	8.2	7.8
Public assistance & social security	1.4	2.3	1.6
Discrimination & race relations	1.6	0.9	1.4
Child care, family & personal	16.3	20.3	17.3
Legal	1.9	1.4	1.8
Family planning & birth control	0.1	0.0	0.1
Crime & safety	7.6	7.6	7.6
Immigration, migration & mobility	0.2	0.3	0.2
Veterans & military	0.1	0.3	0.1
Miscellaneous & public affairs	3.2	1.1	2.7
TOTAL BRIEF ARTICULATION DEPTHS	100.0 (n=1035)	100.0 (n=355)	100.0[b] (n=1390)[a]

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations. In addition, each articulation was coded to a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths across 300 respondents. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of the data set out in Table 6-3 showing the major topic focus categories across all brief articulation depths whether resolved or unresolved.

Table 6-6

Comparison of the major topic focus categories in unaided versus aided data collection (General Population Sample only).

MAJOR TOPIC FOCUS CATEGORIES	PERCENTAGE OF BRIEF ARTICULATION DEPTHS		
	Unaided Q items	Aided Q items	All Q items[c]
Neighborhood	2.7	7.3	5.5
Consumer	5.8	9.8	8.2
Housing	3.8	4.4	4.2
Employment	15.0	9.3	11.6
Education & schooling	8.3	7.8	8.0
Health	11.2	10.4	10.7
Housekeeping & household maintenance	3.8	6.0	5.1
Transportation	1.8	5.4	4.0
Recreation & culture	0.9	3.0	2.2
Financial matters & assistance	10.7	5.9	7.8
Public assistance & social security	2.5	1.0	1.6
Discrimination & race relations	0.9	1.8	1.4
Child care, family & personal	20.6	15.2	17.3
Legal	2.2	1.6	1.8
Family planning & birth control	0.2	0.0	0.1
Crime & safety	4.5	9.7	7.6
Immigration, migration & mobility	0.0	0.4	0.2
Veterans & military	0.2	0.1	0.1
Miscellaneous & public affairs	4.9	1.2	2.7
TOTAL BRIEF ARTICULATION DEPTHS	100.0 (n=553)	100.0 (n=837)	100.0[b] (n=1390)[a]

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations. In addition, each articulation was coded to a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths across 300 respondents. There were no missing data for this analysis.

[b] The table reads vertically summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of the data set out in Table 6-4 showing the major focus categories across all brief articulation depths whether aided or unaided data collection was used.

Table 6-7

Comparison of the distribution of situations elicited by topic focus cues in item order A versus item order B (General Population Sample only).

TOPIC FOCUS CUES	PERCENTAGE OF QUESTION 2 SITUATIONS		
	Item order A Situations	Item order B Situations	All Situations[c]
Crime & safety	12.4	8.5	10.9
Employment	7.4	9.8	8.4
Leisure	7.0	6.4	6.7
Neighborhood	7.0	7.6	7.2
Housing	10.9	9.8	10.5
Consumer	12.4	16.5	14.1
Children & family	7.0	4.9	6.1
Legal	2.8	2.4	2.7
Health	12.0	11.9	12.0
Education	10.2	9.5	9.9
Discrimination	3.1	4.9	3.8
Transportation	7.8	7.9	7.8
TOTAL QUESTION 2 SITUATIONS	100.0 (n=459)	100.0 (n=328)	100.0[b] (n=790)[a]

[a] The units of analysis for this table are the situations named by the respondents in answer to Q2 in the questionnaire (see appendices). Q2 included all the "aided recall" items which asked respondents to name a situation in the specified topic areas listed above. Two versions of Q2 were used: One (A) had the topic cues in the order given; the other (B) had them in reverse order. Each respondent could have named up to 12 situations in Q2. The General Population Sample yielded 790 situations of which 787 were codeable on the "item order" variable (i.e. 459 + 328 = 787).

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column shows the distribution of topic focus cues across all Q2 situations irrespective of item order.

Table 6-8

Comparison of one-way distributions on major topic focus categories across urban information needs studies.[a]

PERCENTAGE OF TOPIC DEPTHS											
		1		2	3	4	5	6	7	8	9
CITY		Seattle		Baltimore	Syracuse	Seattle	Seattle	Seattle	Elmira	Syracuse	Washington, D.C.
DATE OF COLLECTION		1975		1972	1972	1972	1972	1973	1974	1974	1974
METHOD		Field		Field	Phone	Phone	Agency	Content anal.	Field	Field	Content anal.
SCHEME[c]		C		A	B	B	C	C	A	A	C
RESPONDENTS	300	151	151	2,189[f]	460	316	445	1,546 inq.	61	107	400 inquiries
MAJOR TOPIC FOCUS CATEGORIES	General Sample	Asian Sample	Black Sample	General Sample	General Sample	General Sample	Clients of Chicano Agency	Two Newspapers	General Sample	General Sample	One Newspaper
Neighborhood	5.5	5.9	4.5	16.1	3.0	9.1	0.2	6.2	16.6	14.5	5.0
Consumer	8.2	9.9	6.3	13.4	14.9	16.8	0.0	26.2	21.3	15.6	45.0
Housing	4.2	2.7	3.7	10.3	0.7	7.4	0.5	2.0	5.0[d]	6.0[d]	3.0
Employment	11.6	7.2	11.2	6.4	1.9	7.7	68.1	1.3	7.1	6.2	2.3
Education & schooling	8.0	9.1	5.2	6.5	2.6	9.1	7.0	0.8	7.7	7.6	0.0
Health	10.7	7.2	13.2	5.7	15.7	5.7	0.3	0.9	7.1	8.9	2.0
Housekeeping & household maint.	5.1	2.7	6.3	2.6	6.3	2.2	0.2	1.3	2.7[d]	4.0[d]	4.3
Transportation	4.0	6.7	7.1	6.1	0.7	6.7	0.8	9.7	6.5	7.3	6.9
Recreation & culture	2.2	3.0	1.7	5.3	3.7	3.6	0.0	3.4	5.3	3.8	0.2
Financial matters & assistance	7.8	4.6	9.9	3.5	1.5	5.2	0.2	5.4	5.3	5.4	3.0
Public assist. & social security	1.6	0.0	2.6	2.3	1.1	1.7	9.6	1.9	1.2	1.0	5.3
Discrimination & race relations	1.4	3.5	2.2	4.1	0.1	3.7	0.2	0.1	4.7	3.7	0.0
Child care, family & personal	17.3	14.5	17.2	1.9	3.7	2.2	0.0	0.1	0.4[d]	2.7[d]	0.7
Legal	1.8	3.0	1.3	2.4	4.5	4.7	3.1	9.3	1.2	3.2	8.0
Family planning & birth control	0.1	0.0	0.2	0.9	0.1	1.5	0.0	0.1	0.0[d]	0.0[d]	0.0
Crime & safety	7.6	11.5	5.0	9.8	0.0	5.7	0.0	6.0	5.9	8.0	3.0
Miscellaneous & public affairs[e]	3.0	7.5[e]	2.6	2.7	39.8	6.9	10.1[e]	24.8	2.0[d]	1.8[d]	10.8
	100.0[b] (n=1390)[a]	100.0 (n=373)	100.0 (n=464)	100.0 (n=8932)	100.0 (n=298)	100.0 (n=1471)	100.0 (n=617)	100.0 (n=1833)	100.0 (n=169)	100.0 (n=628)	100.0 (n=433)

(continued)

Table 6-8 (Continued)

[a] The unit of analysis for this table varies among the studies. For all practical purposes, the unit of analysis is referred to as the topic depth. Except for study 3, which used only one response item, all of the studies employed a multi-item format yielding more topic depths than the number of respondents.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The studies presented in this table varied in the particular form of content analysis scheme used in coding the major topic focus categories. Studies 2, 7, and 8 used scheme A which contained 14 major topic focus categories. Scheme A has the same categories shown in this table except: 1) "Child care, family and personal concerns" and "Family planning and birth control" were included under "Miscellaneous." 2) "Housing" and "Housekeeping and household maintenance" were joined in one category called "Housing and household maintenance."

Studies 3 and 4 coded topic depths by scheme B which was composed of 17 major topic focus categories. Table 6-8 above is in the same format as scheme B. In the change from scheme A to scheme B: 1) "Child care, family and personal concerns" and "Family planning and birth control" were separated from the "Miscellaneous" category. 2) "Housing" and "Housekeeping and household maintenance" were separated into two categories from the scheme A "Housing and household maintenance" category. 3) "Veterans and military" and "Immigration, migration and mobility" problems were coded in the "Miscellaneous" category.

Studies 1, 5, 6, and 9 coded topic depths by scheme C which is made up of 19 major topic focus categories. Scheme C is the same as scheme B with one change: 1) "Veterans and military" and "Immigration, migration and mobility" were separated from "Miscellaneous" as two additional, distinct categories.

In this table (6-8), the major topic focus categories correspond with scheme B. Topic focus sub-categories were essentially the same for all studies. In order to fit those studies which had used scheme A into the format of this table, frequencies in topic focus sub-categories were examined. This examination enabled the separation of "Housing and household maintenance" into the two distinct categories - "Housing" and "Housekeeping and household maintenance" - and the separation of "Child care, family and personal concerns" and "Family planning and birth control" from the "Miscellaneous" category. To put studies which had used scheme C into the form for this table, the categories "Immigration, migration and mobility" and "Veterans and military" were collapsed into the "Miscellaneous" category.

[d] Publication of studies 7 and 8 did not present complete listings of topic focus sub-categories. In order to complete cells for categories "Housing," "Housekeeping and household maintenance," "Child care, family and personal concerns," "Family planning and birth control" were estimated from major topic focus category data and from the published data on topic focus sub-categories.

[e] Although the "Immigration, migration and mobility" and "Veterans and military" categories from scheme C were collapsed into the "Miscellaneous" category for purposes of this table, it is worthy to point out the large percentages of topic depths in the "Immigration, migration and mobility" categories in study 1, Asian sample, and in study 5. Of the 7.5% of topic depths in the "Miscellaneous" category in study 1, Asian sample, over half of these or 4.0% of the total topic depths, are coded as "Immigration, migration and mobility." Of the 10.1% of topic depths in the "Miscellaneous" category in study 5, nearly 3/4 of these or 7.4% of the total topic depths, are coded as "Immigration, migration and mobility."

[f] The 2,189 respondents in study 2 are a weighted sample based on 1000 completed interviews.

[g] Studies being compared here are: (1) this study; (2) Warner et al. 1973; (3)(4) Dervin 1972; (5) Dervin 1974a; (6) Dervin 1974b; (7)(8) Gee 1974; (9) DiJulio 1975.

CHAPTER VII

SITUATION ARTICULATION

Purpose

The perspective of this chapter is that of an information practitioner listening to an articulation by a client. The core questions are what does the client want me to do and how can I help.

This process of determining what the client wants and then determining what the information practitioner can do is a communication process. The client articulates his situation. The information practitioner listens, interrupts perhaps, asks questions, clarifies, and so on. But really the only tool the two have -- practitioner and client -- is communication. With that tool, the practitioner needs to find out enough about where the client sees himself going (and where the client has been) so the practitioner can decide how he himself can move. One crucial aspect of client "articulation" then is the implication of the articulation for movement -- how the client has moved or will move, how the client expects the information practitioner to move in his behalf.

This chapter, then, looks at the implications for movement -- movement of client, movement of practitioner -- embedded in situation articulations.

Underlying this is another consideration. Whenever practitioner and client meet, time and its restraints are always present. The client can only say one word at a time, one sentence after another. The practitioner must wait long enough, listen long enough, ask enough questions to get a "good" picture -- a fairly stable picture -- of what the client is saying.

But, the practitioner also has pressures to be efficient, to arrive at this stable picture relatively quickly. And, articulation is fluid. Every sentence uttered can well change inner perception. If inner perception changes then the next sentence uttered can well be in conflict with the prior sentence. This is the "living" communication arena within which the practitioner must work. A stable picture is not easy to achieve. So this chapter will also begin to look at articulation changes and the issue of "stability" of articulation.

Variables in this chapter

Focus variables. In this chapter, there are three focus variables. These are:

- Complaint, information need, resource/service need articulation typology. This variable focuses on some dimensions of the requests that clients might make of an information practitioner. With this typology, coders were asked to judge whether respondent articulations of situations were stated as complaints, information needs, or resource/service needs. (See variable 7 in Table 5-1.) The primary implications for movement are for the practitioner. Does the client want the delivery of information...the delivery of a resource/service...or is he complaining without a specific delivery request?

- Decision, problem, worry, and comprehending articulation typology. This typology looks at the implications for the respondent's own movement. Was he treating his situation as a decision state (where he had to choose between two or more alternatives), a problem state (where he knew what he wanted to do but was blocked by a barrier), a worry state (where he was anxious and lacked control), or a comprehending state (where he wanted to understand something)? (see variable 8 in Table 5-1).

- Final resolution state (called time two in this chapter). This variable taps the respondent's perception of the resolution status (i.e. resolved, almost resolved, or unresolved) of his situation after 10 pages of in-depth articulation. The purpose of using this variable is to begin to look at the impact of continued articulation on situation perception (see variable 9 in Table 5-1).

Comparison variables. A number of variables are used in this chapter to amplify the portrait obtained of the articulation variables. These comparison variables are:

- *Topic focus.* This variable taps the topic content or area of focus of the situations. For this chapter, 19 major categories (e.g. housing, consumer, etc.) are used (see variable 3 in Table 5-1). The purpose is to look at how different topical situations were articulated.

- *Aided/unaided data collection.* This variable taps the difference in how situation descriptions were elicited from respondents (i.e. with or without topic cues) (see variable 5 in Table 5-1). The purpose is to see whether situations elicited with topic cues differed from those elicited without topic cues.

- *Initial resolution state (called time one in this chapter).* This variable taps the respondent's perceptions of the resolution state (unresolved or resolved) of his situation at the point of initial articulation. The purpose is to see whether resolved situations were articulated differently than unresolved situations. See Chapter III for a full discussion of resolution state. Basically, the variable taps whether the respondent sees his situation as done or not done. Intertwined within this concept are dimensions of time (was the situation around long enough to be resolved?) and resolvability (was the situation potentially resolvable or problematic?) (see variable 4 in Table 5-1).

Results

The analysis tables are presented at the end of this chapter. Major findings are listed below in the order that they were derived from the tables. Conclusions and implications are reserved for a final section of this chapter.

Table 7-1. This table looks at the *frequency with which coders judged respondents as having articulated situations as complaints, information needs, and resource/service needs.* The situations analyzed were 963 problems,

worries, and concerns identified by the General Population sample in Section I of the questionnaire.

- * The most frequent articulation style was the complaint. In all, 73.5% of all situations were articulated as complaints either alone or in combination with one of the other two articulation styles; 46.6% were articulated solely as complaints.
- * The second most frequent articulation style was the resource/service need. In all, 33.5% of all situations were articulated as resource/service needs either alone or in combination; 6.5% were articulated solely as resource/service needs.
- * The most frequent combination of styles was complaint-resource/service needs; 24.6% of all situations fell into this combination.
- * Only 6.5% of the situations were articulated as information needs either alone or in combination. Only 2.8% were articulated solely as information needs.
- * In all, 15.8% of the situations fell into none of the articulation types.
- * 62.4% of the situations lacked codeable implications that the respondent wanted the delivery of a resource/service or information.
- * Only 28.3% of the situations were judged by the coders to fall into a combination which included two or more of the styles.

Table 7-2. This table looks at the frequency with which coders judged respondents as having articulated situations as being decision, problem, worry, or comprehending states. The units of analysis were the same as in Table 7-1.

- * In general, the brief articulations of situations were not readily codeable into the DPWC states. 46.9% of the situations were coded into none of the states. No single state was judged as applying to more than 36% of the situations.
- * The most frequent state applied was the problem state, applied to 35.3% of all situations either singly or in combination with other states. In all, 26.6% of the situations were judged to be only problems.

- 18.0% of the situations were judged to be worry states, either singly or in combination. In all, 10.9% were judged to be worry states alone.

- Only 6.8% of the situations were judged to be decisions either singly on in combination. In all, 3.4% were judged to be solely decisions.

- The least frequent state applied was the comprehending state. 4.1% of all situations were coded here with only 1.9% coded as solely comprehending states.

- In all, only 10.3% of the situations were judged to fall into any combination of two or more of the states.

Table 7-3. This table looks at the degree of overlap in coder judgments of situation articulations as complaints, information needs, and resource/service needs. The units of analysis are the same as in Table 7-1.

- Of the 708 situations articulated as complaints, 34.9% were also articulated as resource/service needs; 3.1% were also articulated as information needs.

- Of the 62 information needs, 35.5% were also articulated as complaints and 37.1% were also articulated as resource/service needs.

- Of the 323 resource/service needs, 76.5% were also articulated as complaints and 7.1% were also articulated as information needs.

Table 7-4. This table compares the degree to which situations with different topic foci were articulated as complaints, information needs, and resource/service needs. The units of analysis are the 1390 brief articulation depths which were coded from the 963 situations named by the General Population sample. The analysis below is based only on topic areas with 20 or more cases.

- Across all brief articulation depths, 73.6% were judged to be complaints, 6.2% information needs, and 35.5% resource/service needs. In each of the articulation styles, certain topics were more or less likely to be articulated in a given style than the average. The findings below will look at percentage differences greater than 6.0%.

- Seven topic areas were more likely to be articulated as complaints: Neighborhood (88.2%); Consumer (91.2%); Transportation (87.3%); Discrimination & race relations (90.0%); and Legal (88.0%). Five were less likely to be articulated as complaints: Housing (65.5%); Education & schooling (56.8%); Health (65.1%); Housekeeping & household maintenance (67.6%); and Child care, family & personal (65.6%).

- Since only 6.2% of the brief articulation depths were judged to be information needs, there are few variations greater than 6.0%. One topic was more likely to be stated as an information need: Housing (12.1%). Three topics had no information need articulations: Recreation & culture; Discrimination & race relations; and Legal.

- The most variation between topics depended on whether they were stated as resource/service needs. In all, eight topics were more likely to be stated as resource/service needs: Housing (48.3%); Employment (44.1%); Health (43.0%); Housekeeping & household maintenance (57.6%); Transportation (72.7%); Recreation & culture (43.3%); Financial matters & assistance (51.9%); and Public assistance & social security (86.4%). In addition, five topics were less likely to be stated as resource/service needs: Neighborhood (19.7%); Consumer (29.0%); Education & schooling (23.4%); Discrimination & race relations (20.0%); Child care, family, & personal (20.8%); Crime & safety (11.3%); and Miscellaneous & public affairs (18.9%).

- In sum, then, different topic areas did show different articulation styles according to coder judgments. Of particular interest are the topic areas which showed higher than average complaint articulation with lower than average resource/service need articulation. These topics -- Neighborhood, Consumer, Discrimination & race relations, and Legal -- may be those that respondents were least clear about. If this articulation style carried over to the information practitioner-client transaction, it would require communication skills on the part of the practitioner that are not normally thought of as a part of more traditional human service delivery.

Table 7-5. This table compares the frequency with which unaided versus aided data collection yielded situations articulated as complaints, information needs, and resource/service needs. The units of analysis were the same as in Table 7-1.

- There was very little difference in the frequency with which situations elicited by aided versus unaided data collection techniques were judged by coders to be complaints, information needs, or resource/service needs. The greatest difference was in the resource/service need judgment: 30.4% of the aided situations were coded as resource/service needs compared to 38.5% of the unaided situations.

Table 7-6. This table compares the frequency with which unresolved versus resolved situations were articulated as complaints, information needs, and resource/service needs. The units of analysis were the same as in Table 7-1.

- One finding stands out. Unresolved situations were much more likely to be coded as complaints than resolved situations (57.5% versus 57.7%).
- For the other two articulation styles -- information needs and resource/service needs -- there was little difference in the frequency with which the styles were used in resolved versus unresolved situations.

Table 7-7. This table looks at the degree of overlap in coder judgments of situation articulations as decision, problem, worry, and comprehending states. The units of analysis are the same as in Table 7-1.

- For the most part, when a coder judged a situation articulation to be in a given DPWC state, there was relatively little chance that he judged it as also being in another state. The highest overlap was 34.1%.
- Situations coded as worries had the greatest overlap with problem states. Of the 173 worries, 34.1% were also judged to be problems compared with 5.2% judged to be decisions and 2.3% judged to be comprehending states.
- Situations coded as decisions had the most overlap with problem judgments. Of the 65 decisions, 30.8% were judged to be problems compared to 13.9% judged to be worries and 13.9% judged to be comprehending states.

- Situations coded as problems had relatively little overlap with other judgments. Only 17.4% of the 340 problems were also judged to be worries; 5.9% were judged to be decisions; and 3.5% comprehending situations.

- Of the 39 comprehending states, 30.8% were judged to be problems, 23.1% were judged to be decisions, and 10.3% were judged to be comprehending states.

Table 7-8. This table compares the degree to which situations with different topic foci were judged by coders to be articulated as decision, problem, worry, and comprehending index states. The units of analysis are the same as in Table 7-4.

- Across all brief articulation depths, 7.2% were judged to be decisions, 39.6% problems, 19.1% worries, and 4.4% comprehending states. In each of the DPWC states, certain topics were more or less likely to be articulated in a given state than the average. The findings below will look at percentage differences greater than 6.0%.

- Two topic areas were more likely to be articulated as decisions than the average: Housing (19.0%) and Education & schooling (13.5%). Three topics were less likely to articulated as decisions: Public assistance & social security (0.0%), Discrimination & race relations (0.0%), and Crime & safety (0.9%).

- Overall, a minimum of 30% of all topic areas with 20 or more cases were articulated as problems. The average, as indicated above, was 39.6%. Four topic areas were more likely to be articulated as problems: Neighborhood (48.7%), Housing (46.6%), Transportation (54.5%), and Financial matters & assistance (60.2%). Five topic areas were less likely to be articulated as problems: Education & schooling (33.3%), Health (33.6%), Public assistance & social security (31.8%), Child care, family, & personal concerns (30.3%), and Crime & safety (32.1%).

- Two topic areas were more likely than the average (19.1%) to be articulated as worries: Child care, family, & personal concerns (33.2%) and Crime & safety (45.2%). Seven topics were less likely to be articulated as worries: Consumer (4.4%), Housing (5.2%), Housekeeping & household maintenance (5.6%), Transportation (3.6%), Recreation & culture (10.0%), Financial matters & assistance (10.2%), and Legal (12.0%).

- * Since only 5.4% of all brief articulation depths were judged as comprehending states, no topic areas showed descrepancies greater than 6%. It is notable that four topic areas with 20 or more cases were judged as having no comprehending articulations: Transportation, Recreation & Culture, Discrimination & race relations, and Legal.

- * In sum, coders did judge respondents as indicating different implications for movement across many topic areas. Many of these judgments fit common sense. Topics dealing with concrete resources potentially within the control of the individual were more likely to be judged as decisions (e.g. Housing and Education & schooling). Topics dealing with barriers (e.g. Transportation and Financial matters & assistance) were more likely to be articulated as problems. Topics dealing with more personal concerns and with fears were more likely to be articulated as worries (e.g. Child care, family & personal and Crime & safety).

Table 7-9. This table compares the frequency with which unaided versus aided data collection yielded situations articulated as decision, problem, worry, and comprehending states. The units of analysis are the same as in Table 7-1.

- * There was very little difference in the frequency with which situations elicited by aided versus unaided data collection were judged by coders to be decision, problem, worry, or comprehending states. The greatest difference (only 4.6 percentage points) was noted for decision states: 9.6% of the unaided situations were coded as decision states as compared to 5.0% of the aided situations.

Table 7-10. This table compares the frequency with which unresolved versus resolved situations were articulated as decision, problem, worry, or comprehending states. The units of anlysis are the same as in Table 7-1.

- * There was little difference in the frequency with which unresolved or resolved situations were judged by coders to be decision, problem, worry, or comprehending states. The range of difference was from 1.6 to 7.6 percentage points.

* The greatest difference (7.6 percentage points) was in problem states: 37.3% of the unresolved situations were coded as problem states compared to 29.7% of the resolved situations.

Table 7-11. The purpose of this table (and the next two) is to begin to look at the notion of articulation change over time. So far, all the tables in this chapter have used as their analysis unit all brief situation articulations or brief articulation depths. This table looks only at the articulations of the "focal situation," (see Chapter V for details on the difference between brief situation articulations and focal situations). Each focal situation was articulated twice. Once as a brief articulation and once on an extended step-by-step time line. Thus, each focal situation, had two sets of articulations to compare. This particular table focuses on changes over time in the articulation of a situation as a complaint, information need, or resource/service need. In the context of this typology as an indicator of implications for the movement of the information practitioner, the question in this table is: did the respondent's articulation remain stable over time or did it change? The units of analysis are the 267 focal situations named by the General Population sample.

* Complaints and resource/service needs were more likely to remain complaints and resource/service needs. Information needs were more likely to be restated without a reference to information. In all, 85.6% of the brief articulations initially coded as complaints remained the same; and 81.0% of the resource/service needs remained the same. In contrast, only 47.6% of the information needs were still judged to be information needs at time two.

Table 7-12. This table focuses on changes over time in the articulation of situations as decision, problem, worry, or comprehending states.

The units of analysis are the same as in Table 7-11.

- * The articulation of situations as decision, problem, worry, or comprehending states was highly unstable over time. The percentage of situations which were judged to have changed were: 56.3% decisions, 61.4% problems, 59.6% worries, and 66.7% comprehending situations.

Table 7-13. This table focuses on changes over time in the resolution status of focal situations. At the point of initial articulation, respondents decribed the resolution state of their focal situation as "resolved" or "unresolved." Finally, at the end of the in-depth analysis of the focal situations, respondents described the resolution state as resolved, or almost resolved or unresolved. The units of analysis are the same as in Table 7-11.

- * The largest change over time in resolution status occurred in situations initially articulated as resolved. In all, 20.7% of the initially resolved situations were described as unresolved after in-depth analysis; 28.7% were described as almost resolved.

- * The unresolved resolution status seemed more stable. Of those situations initially described as unresolved, only 6.2% were changed to resolved and 16.2% labeled as almost resolved.

Conclusions and implications

The two purposes of this chapter were to look at: 1) the implications for movement in respondent articulations of situations for both information practitioner and client, and 2) the issue of "stability" of articulation.

Information practitioner movement. The complaint, information need, resource/service need articulation typology was applied to articulations by coders. The focus was: what is the respondent asking for? Thus, the typology was seen as having implications for information practitioner movement. While the findings must be constrained by the fact that the respondents were not clients and were not in situations where they were requesting assistance, a number of results have suggestive implications.

* The majority of the brief articulations (62.4%) had no specification of a request for information, service, or resources. In the context of human service delivery (i.e. delivering something), most of the situation articulations did not tell the practitioner how to move. Such results suggest a need for the practitioner to become skilled at eliciting implications for his own movement.

* Very few of the articulations (only 6.5%) were judged by coders to be information needs. This result has several implications. The most obvious is that "information" per se is not an end product for the person moving through a situation. When asked about their "problems, worries, and concerns," the respondents rarely labeled "information" as bothersome. The second implication is that a practitioner mandated to "deliver information" may find the pure "information" function a difficult one to maintain when people rarely have "information needs" as such. A third implication is that information practitioners may need to develop special communication skills to draw out the "information" implications of situations. Chances are, if "information" is used as the only basis for the information practitioner-client interaction, the interaction will be more satisfactory to the practitioner (who defines his purpose as "information") than the client who this study suggests rarely defines his end product as "information."

* Almost half (46.6%) of all articulations were judged to be complaints alone. In all, 73.5% were judged to be complaints alone or in combination with another articulation style. These findings suggest several difficulties for the information practitioner. If initial situation articulations are predominantly complaints, they give the information practitioner little guidance for his own movement. Such articulations suggest a practitioner role not normally defined as "information delivery." Rather, individuals may, at least initially, need a sounding board against which they can lament their difficulties. The information practitioner may need alternative communication strategies for drawing out from client articulations implications for his own movement. In addition, time and resource constraints may require that the practitioner learn how to direct the client's articulation in order to speedily and effectively elicit movement implications.

- * In all, 33.5% of the articulations were judged to be resource/service needs. This finding suggests that even in the context of very brief articulations, the difficulty of separating the "information" function from "service delivery" begins to appear. The finding is further reinforced by the fact that of the 62 information need articulations, 37.1% were also judged to be resource/service needs.

- * In general, the data suggested that topic areas, while useful, did not generally indicate implications for practitioner movement in the brief articulations. Certain topic areas were suggestive in that they were least likely to be articulated as a service request (i.e. either an information need or a resource/service need) and more likely to be articulated as complaints. These topic areas were: Neighborhood, Consumer, Discrimination & Race relations, and Legal. It may be that the respondents saw these areas as troublesome and larger than themselves. Thus, a respondent may have lamented the condition of his neighborhood without considering moving. Or, he may have complained about inflation. In either case he did not indicate any cues for practitioner movement. The practitioner, in such cases, may find himself listening to a problem for which the client has not yet even formulated possible moves.

- * Interestingly, the findings above are further reinforced by the fact that unresolved situations were much more likely to be articulated as complaints (78.9%) than resolved situations (57.7%). There was little difference between the resolution states of the other articulation styles. This suggests that the difficulties enumerated above may be even more magnified in the context of actual information practitioner-client interactions since unresolved situations are the ones which would come to an information agency.

Client movement. The decision, problem, worry, and comprehending articulation typology tapped dimensions of client movement. With this typology, coders judged the implications for respondent movement. Where did the respondent see himself going? Was he making a decision, getting around a barrier, worrying about lack of control or trying to comprehend something?

- * The findings indicate that determining the respondent's direction may be very difficult on the basis of a brief articulation.

In all, 46.9% of the articulations were not codeable on any dimension of the typology. In addition, the highest percentage coded on a single dimension was only 35.3%. These findings suggest that, as with eliciting implications for practitioner movement, eliciting implications for respondent movement may take more extended articulation. In addition, the practitioner may need to develop particular skills at eliciting client movement implications in order to assure that both client and practitioner will be moving in the same direction.

* The most probable coding state was problems: 35.3%. This was considerably higher than the next most probable state (worries at 18.0%). This may suggest that one of the easiest and most natural ways of talking about troublesome situations is in terms of barriers to goals. It is interesting to note that the barrier may not be seen as removable. Of all problem states, nearly one-fifth were also judged to be worries in which the respondent lacked control. An analogy to the findings of the complaint, information need, resource/service need typology comes to mind. Brief articulations seemed to elicit, in good part, need statements where the respondent suggested worry and lack of control. This could well be an artifact of the survey technique in which respondents were not clients. It may, on the other hand, be a useful way for some individuals to start unraveling their situations -- one which, if short-circuited -- may also short-circuit the client's own informing processes. This unraveling may be a necessary beginning stage in the articulation process for some individuals.

* In terms of traditional definitions of information systems, it is notable that only 4.4% of the situations were judged to be comprehending states. This finding reinforces the pattern seen in the complaint, information need, resource/service need typology. In the space of a brief articulation, few respondents identified themselves as being faced with a need to comprehend something or get information. If they articulated their movement state at all, they were more likely to express concerns which were more "ends" oriented (i.e. toward goals or removal of barriers) than "means" oriented.

* Implications for respondent movement did vary somewhat across topic area. Many of these results fit common sense. Topics dealing with concrete resources potentially within the control of the individual were more likely to be judged as decisions (e.g. Housing, Education & schooling). Topics dealing with barriers (e.g. Transportation, Financial matters & assistance) were more likely to be articulated as problems.

Topics dealing with more personal concerns and fears were more likely to be articulated as worries (e.g. Child care, family & personal, Crime & safety). This finding suggests that topic focus may be one useful cue to possible respondent movement direction. The implication must be tempered, however, because the fit was far from perfect.

The stability of articulation. In situation articulation, the client can utter only one sentence at a time. As each sentence is uttered, the implications can change. Each new sentence adds data for the listener (i.e. the information practitioner). In addition, as the client talks he may be "informing" himself. So, the implications may change for the client as well. The articulation, therefore, is fluid and changing. It is in this context that the information practitioner needs to assess how long to listen in order to get a stable enough picture of what the client wants. He also needs to know alternative means for dealing with the fluidity of articulations. Several analyses in this chapter were designed to look at the issue of the stability of articulation. The analyses were done by comparing respondent articulations of their focal situations at the beginning of the one-hour interview and their re-articulations after an in-depth analysis of the situations (roughly 45 minutes later on the average).

* Coders judged the articulations of situations as complaints or resource/service needs to be relatively stable. Only 14.5% of the complaints were no longer complaints at re-articulation. Only 19.0% of the resource/service needs were no longer judged to be resource/service needs at re-articulation. The stability of the complaints is of particular interest. Earlier findings showed that respondents were more likely to use the complaint style than any other. This finding suggests that this style remains quite stable. Yet, this is the style which presents the most

ambiguity for the practitioner in terms of his own movement. A need is indicated for practitioners to become skilled in eliciting movement implications while at the same time allowing clients to unravel the complaint dimensions of their situations.

* While complaints and resource/service needs were relatively stable over time, information needs were not. Of the 62 brief articulations judged to be information needs at time one, 52.4% were not judged to be information needs at time two. Again, the notion that "information" is a "means" not an "end" for people moving through situations is reinforced. It seems, in fact, that the mention of an "information need" is almost capricious.

* The decision, problem, worry, and comprehending states were all unstable over time. More than 50% of each of the original situations judged to be in one of these states at time one, were no longer judged to be in the same state at time two. The change ranged from a low of 56.3% for decisions to a high of 66.7% for comprehending states. Thus, implications for respondents' movement were overall even less stable than implications for practitioner movement.

* The findings above on general lack of stability of articulation are reinforced by respondent re-articulations of the resolution state of their situations. Here, a coder is not intervening in the articulation process. Yet, again we find quite sizeable changes. In all, 20.7% of situations initially described as resolved were changed to unresolved at time two. Unresolved situations were somewhat more stable. Only 6.8% changed to resolved by time two.

* These findings are useful in two ways. They suggest the impact of articulation on respondent situation perception. If these kinds of changes can occur within the context of a relatively impersonal field interview, the information practitioner can probably expect more sizeable changes. Secondly, the findings suggest that some kind of informing process goes on just in the process of articulation. This process of "self-informing" goes on, it is expected, regardless of whether the listener is aware of it or utilizes it. It is expected that in the information practitioner-client interaction, the process should be made an explicit part of the transaction. If the practitioner makes his own moves without meshing with the client's "internal" (i.e. self-informing) movement, chances are the practitioner will be heading in a different direction than the client by the end of their interaction.

Table 7-1

Distribution of all possible types in the complaint, information need, resource/service need articulation typology (General Population Sample only).

THE TYPES	PERCENTAGE OF ALL BRIEF ARTICULATIONS
None	15.8
Complaint	46.6
Information need	2.8
Resource/service need	6.5
Complaint-information	1.3
Complaint-resource/service	24.6
Information-resource/service	1.4
All three	1.0
TOTAL BRIEF ARTICULATIONS	100.0[b] (n=963)[a]
CODED AS INDEPENDENT STATES[c]	
Complaint	73.5
Information need	6.5
Resource/service need	33.5

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations across 300 respondents. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] Each of the three states was coded independently as a dichotomous variable. This section of the table displays the percentage of all brief articulations that were articulated as complaints, for example, regardless of whether they were also articulated as information needs or not. Because these codings were independent of each other, the percentages should not be summed.

Table 7-2

Distribution of all possible types in the decision, problem, worry, comprehending articulation typology (General Population Sample only).

THE TYPES	PERCENTAGE OF ALL BRIEF ARTICULATIONS
None	46.9
Decision	3.4
Problem	26.6
Worry	10.9
Comprehending	1.9
Decision-Problem	1.5
Decision-Worry	0.6
Decision-Comprehending	0.6
Problem-Worry	5.7
Problem-Comprehending	0.8
Worry-Comprehending	0.3
Decision-Problem-Worry	0.3
Decision-Problem-Comprehending	0.3
Decision-Worry-Comprehending	0.0
Problem-Worry-Comprehending	0.1
All Four	0.0
TOTAL BRIEF ARTICULATIONS	100.0[b] (n=962)[a]
CODED AS INDEPENDENT STATES[c]	
Decision	6.8
Problem	35.3
Worry	18.0
Comprehending	4.1

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations across 300 respondents. The discrepancy between this figure and the total brief articulations analyzed in the table is due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] Each of the 4 states was coded independently as a dichotomous variable. This section of the table displays the percentage of all brief articulations that were articulated as a given situation type regardless of whether they were also articulated as another type or not. Because these codings were independent of each other, the percentages should not be summed.

Table 7-3

Comparison of the inter-relationship between different forms of articulation in the complaint, information need, resource/service need articulation typology (General Population Sample only).

NEED ARTICULATION	PERCENTAGE OF THESE THAT WERE ALSO...[b]			n[a]
	Complaint	Information need	Resource/ Service need	
Complaints	----	3.1	34.9	708
Information needs	35.5	----	37.1	62
Resource/ Service needs	76.5	7.1	----	323

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations. The figures in the last column will not sum to 963 because a given brief articulation could be coded into any combination of articulation types. There were no missing data.

[b] The table reads horizontally and should be read as follows: of 708 complaints, 3.1% were also articulated as information needs and 34.9% were also articulated as resource/service needs. Note that the percentages are not necessarily independent, as a given articulation could be coded into any combination of articulation types.

Table 7-4

Percentage of each major topic focus category articulated as each type in the complaint, information need, and resource/service need articulation typology (General Population Sample only).

MAJOR TOPIC FOCUS CATEGORIES	PERCENTAGE OF EACH TOPIC FOCUS ARTICULATED AS...			n[b]
	Complaint	Information need	Resource/ service need	
Neighborhood	88.2	2.6	19.7	76
Consumer	91.2	7.9	29.0	114
Housing	65.5	12.1	48.3	58
Employment	68.3	6.2	44.1	161
Education & schooling	56.8	11.7	23.4	111
Health	65.1	9.4	43.0	149
Housekeeping & household maintenance	67.6	11.3	57.6	71
Transportation	87.3	3.6	72.7	55
Recreation & culture	80.0	0.0	43.3	30
Financial matters & assistance	83.3	8.3	51.9	108
Public assistance & social security	77.3	4.5	86.4	22
Discrimination & race relations	90.0	0.0	20.0	20
Child care, family & personal	65.6	5.8	20.8	241
Legal	88.0	0.0	40.0	25
Family planning & birth control	0.0	0.0	100.0	1
Crime & safety	83.0	1.9	11.3	106
Immigration, migration & mobility	100.0	0.0	0.0	3
Veterans & military	100.0	0.0	50.0	2
Miscellaneous & public affairs	70.3	8.1	18.9	37
ALL BRIEF ARTICULATION DEPTHS[c]	73.6	6.2	35.5	1390[a]

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations with each articulation coded to a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths across 300 respondents. There were no missing data for this analysis.

[b] The table reads horizontally, but the percentages will not sum to 100.0 because a given brief articulation could be coded into any combination of the articulation types. The ns here indicate the total number of all brief articulation depths in each topic focus category.

[c] This row is a repetition of the data presented in Table 7-1, indicating the percentage of all brief articulation depths articulated as each of the types.

Table 7-5

Percentage of situations generated by unaided versus aided data collection techniques articulated as each type in the complaint, information need and resource/service need articulation typology (General Population Sample only).

DATA COLLECTION TECHNIQUES	PERCENTAGE OF EACH ARTICULATED AS...[b]			n[a]
	Complaint	Information need	Resource/ Service need	
Unaided	70.0	8.8	38.5	377
Aided	75.8	5.0	30.4	586
ALL BRIEF ARTICULATIONS	73.5	6.4	33.5	963

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations. There were no missing data for this analysis.

[b] The table reads horizontally, but the percentages will not sum to 100.0 because a given brief articulation could be coded into any combination of articulation types.

Table 7-6

Percentage of resolved versus unresolved situations articulated as each type in the complaint, information need and resource/service need articulation typology (General Population Sample only).

TYPE OF SITUATION	PERCENTAGE OF EACH ARTICULATED AS...[b]			n[a]
	Complaint	Information need	Resource/ Service need	
Unresolved	78.9	7.1	32.8	717
Resolved	57.7	4.5	35.8	246
ALL BRIEF ARTICULATIONS	73.5	6.4	33.5	963

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations. There were no missing data for this analysis.

[b] The table reads horizontally, but the percentages will not sum to 100.0 because a given brief articulation could be coded into any combination of articulation types.

Table 7-7

Comparison of the inter-relationship between different forms of articulation in the decision, problem, worry, and comprehending articulation typology (General Population Sample only).

SITUATION STATES	PERCENTAGE OF THOSE THAT WERE ALSO...[b]				n[a]
	Decision	Problem	Worry	Comprehending	
Decision	----	30.8	13.9	13.9	65
Problem	5.9	----	17.4	3.5	340
Worry	5.2	34.1	----	2.3	173
Comprehending	23.1	30.8	10.3	----	39

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations. The figures in the last column will not sum to 963 because a given brief articulation could be coded into any combination of articulation types. There were no missing data.

[b] The table reads horizontally and should be read as follows: of 65 decision states, 30.8% were also articulated as problems; 13.9% were also worries, and 13.9% were also comprehending states. Note that the percentages are not necessarily independent, as a given articulation could be coded into any combination of situation states.

Table 7-8

Percentage of each major topic focus category articulated as each type in the decision, problem, worry, and comprehending articulation typology (General Population Sample only).

MAJOR TOPIC FOCUS CATEGORY	PERCENTAGE OF EACH TOPIC FOCUS ARTICULATED AS...				n[b]
	Decision	Problem	Worry	Comprehending	
Neighborhood	2.6	48.7	11.8	2.6	76
Consumer	2.6	34.2	4.4	7.9	114
Housing	19.0	46.6	5.2	8.6	58
Employment	6.2	44.7	17.4	3.1	161
Education & schooling	13.5	33.3	21.6	9.0	111
Health	5.4	33.6	20.1	3.4	149
Housekeeping & household maintenance	9.9	38.0	5.6	5.6	71
Transportation	1.8	54.5	3.6	0.0	55
Recreation & culture	6.7	43.3	10.0	0.0	30
Financial matters & assistance	6.5	60.2	10.2	8.3	108
Public assistance & social security	0.0	31.8	18.2	4.5	22
Discrimination & race relations	0.0	65.0	20.0	0.0	20
Child care, family & personal concerns	12.0	30.3	33.2	3.3	241
Legal	8.0	40.0	12.0	0.0	25
Family planning & birth control	0.0	0.0	0.0	0.0	1
Crime & safety	0.9	32.1	45.2	0.9	106
Immigration, migration & mobility	0.0	66.7	0.0	0.0	3
Veterans & military	0.0	0.0	0.0	0.0	2
Miscellaneous & public affairs	5.4	37.8	18.9	5.4	37
ALL BRIEF ARTICULATION DEPTHS	7.2	39.6	19.1	4.4	1390[a]

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations with each articulation coded on a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths across 300 respondents. There were no missing data for this analysis.

[b] The table reads horizontally, but the percentages will not sum to 100.0 because a given brief articulation could be coded into any combination of the situation states. The ns here indicate the total number of all brief articulation depths in each topic focus category.

Table 7-9

Percentage of situations generated by unaided versus aided data collection techniques articulated as each type in the decision, problem, worry, and comprehending articulation typology (General Population Sample only).

DATA COLLECTION TECHNIQUES	PERCENTAGE OF EACH ARTICULATED AS...[b]				n[a]
	Decision	Problem	Worry	Comprehending	
Unaided	9.6	37.9	20.2	6.1	377
Aided	5.0	33.6	16.6	2.7	586
ALL BRIEF ARTICULATIONS[c]	6.8	35.3	18.0	4.1	963

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations. There were no missing data for this analysis.

[b] The table reads horizontally and should be read as follows: of 377 brief articulations in the unaided category, 9.6% were decision states, 37.9% were problem states, 20.2% were worry states, and 6.1% were comprehending states. The percentages will not sum to 100% because it is possible for a given brief articulation to belong to more than one of the situation states, or to none of them.

[c] This row is a repetition of the data presented in Table 7-2, indicating the percentage of all brief articulation depths articulated as being in each of the states.

Table 7-10

Percentage of resolved versus unresolved situations articulated as each type in the decision, problem, worry, and comprehending articulation typology (General Population Sample only).

TYPE OF SITUATION	PERCENTAGE OF EACH ARTICULATED AS...[b]				n[a]
	Decision	Problem	Worry	Comprehending	
Unresolved	5.6	37.3	19.3	4.5	717
Resolved	10.2	29.7	13.8	2.9	246
ALL BRIEF ARTICULATIONS[c]	6.8	35.3	18.0	4.1	963

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations. There were no missing data for this analysis.

[b] The table reads horizontally and should be read as follows: of 711 unresolved situations, 5.6% were decision states, 37.3% were problem states, 19.3% were worry states, and 4.5% were comprehending states. The percentages will not sum to 100% because it is possible for a given brief articulation to belong to more than one of the situation states, or to none of them.

[c] This row is a repetition of the data presented in Table 7-2, indicating the percentage of all brief articulation depths articulated as being in each of the states.

Table 7-11

Comparison of articulation changes over time in the complaint, information need and resource/service need articulation typology (General Population Sample only).

BRIEF ARTICULATION	AMOUNT OF CHANGE IN TIME LINE ARTICULATION RESTATEMENT[b]			n[a]
Situation stated as partly or wholly ...	None	Some	All	
Complaint	50.3	35.3	14.5	173
Information need	14.3	33.3	52.4	21
Resource/ Service need	44.6	36.4	19.0	121

[a] The unit of analysis for this table is the focal situation. The General Population Sample (300 respondents) yielded 267 focal situations. Of the 180 respondents whose focal situations were stated as partly or wholly complaint, 7 cases dropped out in the time line analysis; for the 22 information need situations, 1 dropped out; and for the 122 resource/service need situations, 1 dropped out. The 3 figures, 173, 21, and 121 will not sum to 267 because the 3 categories are not mutually exclusive.

[b] The table reads horizontally, for example: of the 173 partly or wholly complaint situations, 50.3% of these 173 had no change; 35.3% had some change (i.e. the key word "complaint" appeared in the time line articulation in a combination differing in number and/or type of components from the brief articulation); and 14.5% of them were time line articulations no longer containing the key word "complaint."

Table 7-12

Comparison of articulation changes over time in the decision, problem, worry, and comprehending articulation typology (General Population Sample only).

BRIEF ARTICULATION	AMOUNT OF CHANGE IN TIME LINE ARTICULATION RESTATEMENT[b]			n[a]
Situation stated as partly or wholly ...	None	Some	All	
Decision	6.3	37.5	56.3	32
Problem	6.3	32.3	61.4	127
Worry	15.4	25.0	59.6	52
Comprehending	0.0	33.3	66.7	18

[a] The unit of analysis for this table is the focal situation. The General Population Sample (300 respondents) yielded 267 focal situations. Of the 32 respondents whose focal situations were stated as partly or wholly decision, none dropped out in the time line analysis; of the 132 problem situations, 5 dropped out at the time line, leaving 127; of the 53 worry situations, 1 dropped out, leaving 52; and of the 19 comprehending situations, 1 dropped out, leaving 18. The figures in this column should not be summed, because a given focal situation could have been coded as any combination of DPWC types, or none of them.

[b] The table reads horizontally, for example: of the 32 partly or wholly decision situations, 6.3% had no change in articulation; 37.5% had some change (i.e. the key word "decision" appeared in the time line articulation in a combination differing in number and/or type of components from the brief articulation); and 56.3% of them were time line articulations no longer containing the key word "decision."

Table 7-13

Comparison of articulation changes over time in the statement of situation resolution status (General Population Sample only).

ARTICULATION OF FINAL RESOLUTION STATUS	PERCENTAGE OF FOCAL SITUATION ARTICULATIONS		
	INITIAL RESOLUTION STATUS		All Situations[c]
	Unresolved	Resolved	
Completely resolved	6.2	50.6	20.7
Almost resolved	16.2	28.7	20.3
Unresolved	77.6	20.7	59.0
TOTAL FOCAL SITUATIONS	100.0 (n=179)	100.0 (n=87)	100.0[b] (n=266)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations across 300 respondents. For this analysis, there was one missing data case.

[b] The table reads vertically with percentages summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] Initial resolution status was secured by asking respondents to label each situation elicited in the first "situation-naming" section of the questionnaire as: resolved (solved, put aside, ignored) or unresolved (unresolved, still working on, still looking for a solution, still worrying about, still nagged by). Final resolution status was secured by asking respondents to label their focal situations (situation used for in-depth analysis) as completely resolved, almost resolved, or still unresolved after 10 pages of in-depth situation analysis. See the appendices for more details on the questionnaire.

CHAPTER VIII

THE DECISION, PROBLEM, WORRY, COMPREHENDING TYPOLOGY

Purpose

In Chapter VII, one dimension of articulation that was analyzed focused on what the articulations said about how the respondents were moving. In that chapter, coders were reported as having judged, on the basis of the situation articulation, movement implications. Did the respondent describe himself as making a *decision* (choosing between two or more alternatives)? Did the respondent describe himself as being in a *problem* situation (getting around a barrier or obstacle to a goal he had already decided upon)? Did the respondent say he was in a *worry* situation (one where he lacked control, lacked options, was anxious)? Or, did the respondent say he was in a *comprehending* situation (one where he wanted facts and wanted to understand what was going on)?

These four situation types -- decision, problem, worry, comprehending -- tap implications for movement, in this case implications for the respondent's movement: Where did he see himself going in his focal situation at that *point in time* when he was interviewed? The use of the words "point in time" is important. A survey study, such as this report, taps a respondent only at *one* point in time. Yet, the very notion of situationality upon which this study is based suggests that a respondent could change his direction from movement to movement, depending upon how he assesses what is going on in his environment. A given individual could well move from a decision state, for example, to a worry state, or vice versa. In addition, a given individual could well be in more than one of these situations at once. In fact, most situations do not fit the "pure" decision, problem, worry, comprehending (DPWC) types. Unfortunately, a one-shot survey can look only retrospectively across respondent situations by having respondents tell us whether they were ever, at any point in time, in any of the movement approaches.

In Chapter VII, what the respondents told us about their implications for movement was interpreted by coders on the basis of the situation articulations. In this chapter, however, the data are based on respondent reports. Respondents were asked a series of 19 closed-ended items seen as a group to tap the DPWC movement states. Each respondent was asked whether his focal situation was one in which:

Decision
...he needed a basis for choosing between more than one alternative?
...there seemed to be more than one way to go?
...he compared more than one alternative?
...he had to choose between more than one possible solution?
...it was difficult to make up his mind?

Problem[1]
...he knew what he wanted to do but things kept going wrong?
...he knew what he wanted to do but something stood in the way?
...he knew what he wanted to do but just couldn't seem to make any progress?
...he had a solution but couldn't make it work?

Worry
...he felt he just had to be satisfied with the way things turned out?
...he felt he couldn't control things?
...he felt anxious and helpless?
...there just didn't seem to be anything he could do?
...he couldn't predict that was going on?

---

[1] Because of an error in typing the final questionnaire, the problem state was tapped by four, rather than five, items.

Comprehending
...he just wanted to know what was going on?
...he needed to get the facts?
...he wanted more details on what the situation was about?
...he wanted a better way of thinking about the situation?
...he simply wanted to understand something?

Thus, this chapter focuses primarily on what respondents told us directly about how they saw themselves moving through their situations. The purpose of this chapter is to begin to explore the utility of looking at implications for movement as an aspect of situationality. As with other chapters, there is no expectation that this study will provide definitive answers. Rather, the attempt is to begin to open the doors to possibilities. In this case, the basic premise in terms of the information practitioner-client relationship is that it is important for the practitioner to know where his client sees himself heading. If client and practitioner are heading in different directions (i.e. one trying to make a decision while the other is trying to get around an obstacle), then it is expected that the interaction will not be useful to either client or practitioner. Within this context, the specific purposes of this chapter are to:

1) Gain an overview picture of how respondents answered the 19 DPWC index items. (Table 8-1)

2) Look at whether the resolution state of the focal situation related to respondent answers on the DPWC index items. The major intent here is to determine whether respondents who saw themselves moving one way versus another were also more likely to see their situations as resolved. (Table 8-2)

3) Determine how well the 19 DPWC items tapped the a priori defined DPWC states. (Table 8-4)

4) Report how the four DPWC index states were created from the 19 DPWC items. The intent here is to document how the DPWC index states were measured. These four states are used as a major comparison variable throughout succeeding chapters of this report. (Table 8-5)

5) Look at the degree of overlap between the DPWC index states. The intent here is to document the notion that a respondent moving through a situation will not necessarily remain in only one movement pattern. While this study cannot unearth potential time sequences (i.e. whether one moves from one state to another), it can look at overlap between the states retrospectively. (Tables 8-8, 8-9)

6) Ascertain how well two articulation variables (coder judgments of the DPWC states and use of DPWC language) "predict" the DPWC states as specified by the respondent. The intent here is to see whether articulation provides any cues which the information practitioner might be able to use. (Tables 8-3, 8-6, 8-7)

7) Report on the use of factor analysis to assess the number of independent dimensions underlying the 19 DPWC index items. The purpose here is a further check on the validity of the four a priori defined states. The basic question is: do the 19 items group into two or more independent movement approaches? (Table 8-10)

In sum, then, this chapter has a variety of purposes which converge on the major intent of beginning to explore the potentialities of looking at implications for movement as a major and important aspect of situationality.

Variables in this chapter

Focus variables. In this chapter, there are two focus variables. These are:

- Decision, problem, worry, comprehending (DPWC) index items. This is the set of 19 dichotomous items, each of which tapping the respondent's own perception of the implications for movement in his situation. Did he see himself as making a decision? getting around a barrier? lacking a control and anxious? trying to understand or get facts and details? (See above for a complete list of the items.) Each of the 19 items was a priori defined as tapping one of the four situation states. (See variable 10 in Table 5-1.)

- Decision, problem, worry, comprehending (DPWC) index states. These four indices were formed from the 19 DPWC index items as described above. The 19 items were divided into four groups, each of which was identified with one of the four states (i.e. decision, problem, worry, comprehending). Then the two best items within each group (i.e. the two which correlated most highly with each other) were indexed. Indexing was done by summing the "yes" answers so that a focal situation could have a value of 2 (two "yes" answers in that state); 1 (one "yes" answer); or 0 (no "yes" answers). The focal situations with values of 2 were then defined as being a given state. Basically this variable, like the 19 index items, taps the extent to which respondents saw their situations as decison (where a choice was needed between two or more alternatives); problem (where a goal was known but an obstacle stood in the way); worry (where nothing could be done and where control was lacking); and comprehending situations (where the respondent wanted the facts or wanted to understand what was going on). (See variable 11 in Table 5-1.)

Comparison variables. Two variables are used as means of comparison in this chapter. They are:

- Initial resolution state. This variable taps the respondent's perception of the resolution state (unresolved or resolved) of his situation at the point of initial articulation. The purpose is to see whether there is a difference in the DPWC index states between unresolved and resolved situations. See Chapter III for a full discussion of resolution state. Basically the variable taps whether the respondent saw his situation as "done" or "Not done." Intertwined with the concept are dimensions of time (was the situation around long enough to be resolved?) and resolvability (was the situation potentially resolvable or problematic?). (See variable 4 in Table 5-1.)

- Decision, problem, worry, comprehending (DPWC) language use. This set of four dichotomous coding judgments examined whether the respondent used decision, problem, worry, or comprehending words in describing his situation. These judgements contrast with the decision, problem, worry, and comprehending articulation typology, where the coder judged the implications for movement regardless of word use. (See variable 12 in Table 5-1.)

- Decision, problem, worry, comprehending (DPWC) articulation typology. While the DPWC index states tapped implications for the respondents' movement as described by the respondents, this variable taps these implicatons as seen by the coder in the role of a listening information practitioner. This typology was coded as a series of four independent dichotomous judgments. (See variable 8 in Table 5-1.)

Results

Analysis tables are presented at the end of this chapter. Major findings are listed below in the order that they were derived from the tables. Conclusions and implications are reserved for a final section of this chapter.

Table 8-1. This table looks at the frequency with which respondents said that the set of 19 DPWC index items applied to their situations. The units of analysis are the 267 General Population focal situations.[2]

- * On the average, 54.3% of the respondents applied each of the 19 DPWC index items to their focal situations. The range was from a low of 39.3% to a high of 67.5%.
- * Respondents were most likely to apply worry index items to their situations, with comprehending index items next, then problem items, and decision items being the least frequently applied. An average of 59.2% of the respondents applied worry index items, compared to 54.7% for comprehending items, 53.8% for problem items, and 49.5% for decision items.

Table 8-2. This table looks at the frequency with which respondents in unresolved versus resolved situations applied the DPWC index items to their situations.

- * Generally, respondents with unresolved situations were more likely to apply the DPWC index items to their situations than those with resolved situations. Across all 19 items, an average of 56.4% of the respondents in unresolved situations applied the items, compared to 49.9% of the respondents in resolved situations.
- * This general finding was consistently true for the application of decision and problem index items. However, there were a total of three reversals in the application of items. In two instances, respondents in resolved situations applied two worry items more frequently than did respondents in unresolved situations, and in one instance respondents in resolved situations applied a comprehending item more frequently than did those in resolved situations.

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[2] The units of anlysis are the same for all tables in this chapter.

- 57.0% and 60.5% of the respondents in resolved situations compared to 56.4% and 59.2% of the respondents in unresolved situations applied the worry items "had to be satisfied with way things turned out" and "felt anxious and helpless," respectively. In addition, 57.0% of the respondents in resolved situations compared to 54.7% in unresolved applied the comprehending item "wanted to know what was going on."

- Though, in general, respondents with unresolved situations were more likely to apply DPWC index items than those in resolved situations, the difference was greatest applying problem items, an average of 12.5 percentage points more, compared to 4.1 more in applying decision items, 4.4 more in applying worry items, and 4.9 more in applying comprehending items.

Table 8-3. This table pits the DPWC articulation typology (i.e. coder judgments of whether focal situations were in one of the DPWC states) against respondent application of the 19 DPWC index items to their situations. The basic question is: did the DPWC items applied by the respondents agree with coder judgments?

- First, it must be emphasized that overall only a small percentage of the focal situations were placed by coders into the DPWC states. Of the 265 situations coded for Table 8-3, only 15.5% were judged by coders to be decisions; 33.6%, problems: 40.4%, worries; and 17.7%, comprehending states. Thus, the findings below must be tempered by the fact that most of the situations could not be judged, even on the basis of the lengthy time line articulations, as being in one of the DPWC states.

- The finding above contrasts with the fact that the respondents were much more likely to apply the DPWC items to their situations than coders were able to apply the DPWC articulation typology coding scheme. On the average, 54.3% of all focal situations were applied to the DPWC index items. Thus, situations were more likely to be placed in the index states by respondents themselves than by coders.

- Comparatively, coder judgments of situations as being decision states were most likely to agree with respondent application of the five decision items to their situations. Of the 41 coder judged decision states, an average of 68.7% were applied by respondents to the five decision items, compared to only 42.1% applied on the average by respondents to the problem items; 50.2% to the worry items; and 55.6% to the comprehending items.

* The above finding must be tempered, however, by the fact that respondents applied 50% or more of the very same decision items to situations judged by coders to be problems, worries, or comprehending states. Thus, while an average of 68.7% of the coder-judged situations were applied to the five decision items, an average of 52.8% of the problems, 57.3% of the worries, and 56.2% of the comprehending states, were also applied by respondents to the five decision items.

* The findings above repeat themselves for the other DPWC index states. However, for the other states (problem, worry, comprehending) the results indicate even less overlap between coder judgments and respondent applications.

* Of the 89 coder-judged problem situations, an average of 65.6% were applied to the problem items by the respondents; 52.8% to the decision items; 65.4% to the worry items; and 55.3% to the comprehending items. Coder-judged problem situations, therefore, had 50% or more overlap with all DPWC items applied by respondents, with the most overlap between the matching state (problem) and the non-matching state (worry).

* Of the 107 coder-judged worry situations, an average of 65.6% were applied to the worry items by the respondents, 57.3% to the decision items, 65.6% to the problem items, and 54.2% to the comprehending items. Coder-judged worry situations, therefore, had 54% or more overlap with all DPWC items applied by respondents, with the most overlap between the matching state (worry) and the non-matching state (problem).

* Of the 47 coder-judged comprehending situations, an average of 52.7% were applied to the comprehending items by the respondents, 56.2% to the decision items, 44.7% to the problem items, and 50.6% to the worry items. Thus, coder-judged comprehending situations had the least overlap with both the matching and non-matching items.

* In general, then, while coder determined DPWC states had some agreement with the application of the DPWC items, the agreement was very low. Not only were relatively few situations judged by coders to be in the DPWC states to start with, but also the judgments had on the average (across all comparisons) only a 63% average likelihood of being applied to the matching set of DPWC items. And, above all, the judgments had an average likelihood of 54% of being applied to a non-matching set of DPWC items.

Table 8-4. This table looks at how closely associated the 19 DPWC index items were and how well they tapped the pre-determined DPWC states.

- Among the 10 Pearson correlation coefficients that measured association among the 5 decision items, 8 were above .30.[3] The only item that did not correlate as high, compared with the rest, was "found it difficult to make up mind." Thus, the decision items were effective in consistently tapping decision state.

- The evidence above indicated that the five decision items clearly "hang together." Another question is whether they also correlated with the other DPWC index items. Of 70 possible correlations between the five decision items and the 14 other items in the series, only 3 were above .30. Thus the decision items were not only tapping decision state adequately, but also tapping decision state only.

- Interestingly, of the 3 correlations over .30 between the decision items and other items in the DPWC series, all three were between different decision items and one particular comprehending item. The overlapping comprehending item was: "wanted a better way of thinking about the situation." The three overlapping decision items were: "compared more than one solution"; "had to choose between solutions"; and "found it difficult to make up mind." This finding suggests a degree of overlap between decisioning and comprehending.

- The problem index items, like the decision items, were effective and consistent in tapping the intended state. Of the 6 correlation coefficients measuring association among problem items, all were above .30, with the lowest being .34 and the highest .40.

- As for correlation between problem items and other DPWC index items, out of the 60 possible correlations, only 3 were above .30, indicating that problem items, like decision items, were not only effective in measuring problem state but also consistent in measuring problem state only.

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[3] A correlation of .19 was significant at $p < .001$. The .30 above was chosen as a threshold that is more meaningful than simple significance. For correlations, significance is dependent solely on n. Thus, for this study, a correlation as low as .11 was significant at $p < .05$. More meaningful is the notion of variance accounted for. If one squares a correlation, resulting figure may be interpreted as "percentage of variance accounted for." For the threshold correlation of .30, the variance accounted for between two items would be 9%.

* Of the three correlations over .30 between problem items and other DPWC items, all were between two problem items and two particular worry items. In two cases, the problem item "couldn't make progress" correlated .30 or above with the two worry items "felt couldn't control things" and "felt there didn't seem to be anything that could be done." The other overlapping correlation was between the problem item "knew what wanted to do but things kept going wrong" and the worry item "felt anxious and helpless." These findings suggest a degree of overlap between problem and worry as defined a priori.

* The worry index items, comparatively, were not as effective as the decision and problem items in tapping their intended states. Of the 10 correlation coefficients measuring association among worry items, only two were above .30.

* As for correlation between worry items and other DPWC index items, out of the possible 70 correlations, three were above .30. The three overlapping correlations were all with problem items as indicated above.

* Of the 10 correlation coefficients measuring association among the 5 comprehending index items, 6 were above .30. Thus, comparatively, comprehending items, though not as effective as decision and problem items in measuring the intended state, were more effective than worry items.

* As for correlation between comprehending items and other DPWC index items, of the 70 possible correlations, only 3 were above .30. These overlapping correlations were all with a decision item, as discussed earlier.

Table 8-5. The notion of "implication for movement" is central to this study. It is reasoned that where a potential client of an information agency sees himself going is an important aspect of situationality. If the client sees himself going in one direction while the practitioner sees him going in another, the interaction between practitioner and client cannot be helpful. The decision, problem, worry, and comprehending typology is seen as a beginning attempt to tap implications for respondent movement. For this reason, an index was constructed which would allow comparisons to be

made between the DPWC states across other relevant variables (e.g. information seeking). Generally, it was expected that the DPWC states would show differences in situation-facing behavior, including the information behaviors most relevant to an information practitioner. The preceding findings, however, suggested a difficulty. Coder determinations of the DPWC states could not be used because, as Table 8-3 indicates, they were not consistently reliable indicators of where respondents felt they were heading; the ns yielded by the coders in the four DPWC states were too low for most analyses in this report. Thus, indices were created that rested exclusively on respondent assessments.

In order to create the DPWC index states, the following procedures were used. The correlation matrix for all 19 DPWC items was examined (see Table 8-4). Within a given a priori designated set of items (e.g. the 5 decision items), the two with the highest intercorrelation were selected. On this basis, the following items were selected.

* To tap the decision state, two items with a correlation of .64:
  1) Compared more than one alternative
  2) Had to choose between solutions.

* To tap the problem state, two items with a correlation of .40:
  1) Knew what wanted to do but things kept going wrong
  2) Knew what wanted to do but something stood in way.

* To tap the worry state, two items with a correlation of .45:
  1) Felt couldn't control things
  2) Felt there didn't seem to be anything that could be done.

* To tap comprehending states, two items with a correlation of .54:
  1) Needed to get the facts
  2) Wanted to get more details on situation.

In creating the final DPWC index states, only those focal situations which got a score of "2" for a given state were designated as being in that state.[4] This yielded 120 decision situations, 113 problem situations, 120 worry situations, and 133 comprehending situations. Because the index states are tapped by four independent indices, a given focal situation could fall into more than one state. Obviously, the indexing rule above results in considerable overlap. The number of situations coded into the various states summed to 486, slightly more than twice the number of focal situations; hence, the resulting indices had a great deal of overlap. Because of this confounding, all comparisons done on the indices are conservative indications of possible differences between the states. The purpose of this table is to examine the degree of overlap between the index states and to look at the frequency of all possible combination types.

* The focal situations were more frequently indexed into comprehending states than into decision, problem, or worry states. However, the differences were not large. In all, 50.2% of the situations were indexed into comprehending states, compared to 45.3% into decision states, 42.6% into problem states, and 45.3% into worry states.

* In all, only 5.8% of the situations were indexed into "pure" states. Rarely, then, did respondents indicate their situations were solely in one state. This was further confirmed by the fact that 27.9% of the situations were indexed into all four states. Not only is this a source of confounding in the

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[4] The indexing decision rule could as well have been to designate all situations with scores of 1 or more as being in a given state. This rule, however, would have resulted in excessive overlap between the states. In future reports on this study, the problem of overlap between the DPWC states will be eliminated statistically. It was felt, however, for this report, that any such statistical manipulations would be overly complicated and would detract from the main purpose, that of opening up possiblities.

construction of the index states, but also it is an important finding. Generally, situations were seen by the respondents as quite complex in terms of their perceptions of their own movement. Either the respondents saw themselves as existing in more than one of the states simultaneously, or they were reporting retrospectively on their movement through a number of the states sequentially. This one-shot survey cannot unearth these differences.

* In terms of the index state combinations that were most frequent, as indicated above, 27.9% of the focal situations were indexed into the DPWC combination. Next in frequency was PWC, 14.7%. The next four most frequent combinations in order were: PW, 9.1%; DPC, 8.7%; DPW, 7.2%; and DC, 7.2%.

* Only 0.8% of the situations were indexed as pure decisions or pure problems. 1.9% were coded as pure worries, 2.3% as pure comprehending states.

Table 8-6. In all, three different methods were used to measure the DPWC states. In one, coders made a determination of whether they thought situation articulations fit into one of the a priori defined states (i.e. the DPWC articulation typology). In the second, coders looked for the specific use of decision, problem, worry, and comprehending words, regardless of whether the situation fit into one of the a priori defined states (i.e. the DPWC word use). In the third, respondents judged their own situations on the series of DPWC index items and indices of each state were constructed (see explanation for Table 8-5). The purpose of this table is to look at how well the second measure -- use of DPWC words -- predicts the other two measures. The question then is: if an information practitioner hears the use of a word that suggests one of the DPWC states, can he really take that word as a reliable indication of what state the client is in (as judged by the client or by trained observers)?

- The major finding from this table does not speak directly to the issue of the overlap between word use and either coder or respondent-determined states. Rather, the major finding is that out of 267 focal situations, only 12 (4.5%) used decision words; 35 (13.1%) used problem words; 24 (9.0%) used worry words; and 11 (4.1%) used comprehending words. In general, then, the use of DPWC words is so low that they cannot be used as a cue of DPWC states.

- In general, when the decision cue words were used, they were reliable indicators of both coder and respondent-judgment of decision states. Of the 12 situations in which decisions words were used, 91.7% were judged by the coders to be decision states. In addition, 91.7% were also in decision index states based on respondent assessments.

- Worry cue words were the next best reliable indicator of coder-judged worry state. However, they were the least reliable in indicating respondent-judged worry index states. Of the 24 situations, 91.7% were judged by coders to be worry state, compared to 70.8% judged by respondents to be in worry index states.

- Problem cue words were less effective as indicators of coder-judged problem states and were only mildly effective as indicators of respondent-judged problem index states. 65.7% of 35 situations were judged by coders to be in problem states, and 77.1% were judged by respondents to be in problem index states.

- Comprehending cue words were the least effective as indicators of coder-judged comprehending states, but were the second most effective indicator of respondent-judged states. Of the 11 situations that used comprehending cue words, only 45.5% were judged by coders to be in comprehending states; but 81.8% were judged by respondents to be in comprehending index states.

Table 8-7. This table looks at how well coder-judged DPWC states matched with the actual DPWC index states as indexed from respondent answers to the DPWC items.

- The major finding from this table does not address itself to the overlap between coder-judged and respondent-judged DPWC states. Rather, it points out that of the 267 focal situations respondents had, only 15.3% were considered by coders to be in decision states, 33.0% in problem states, 40.1% in worry states, and 17.6% in comprehending states. Thus, in general, less than 41% of respondents' focal situations were considered to be in DPWC states by coders, compared to an average of 54.3% in DPWC index states.

- Further, while coders were fairly effective in designating situations as pure states in agreement with the index states, they were ineffective in designating the more complex combinations. Given the findings from Table 8-5 indicating that very few of the situations fell by indexing into pure states, the results generally suggest that coder-judgments were very limited in utility.
- When agreement was measured only in terms of one state at a time, coder agreement with the index states ranged from 74.5% (on comprehending states) to 84.1% (on worry states) to 85.4% (on both decisions and problems).
- If, however, agreement in terms of combination types was measured, coder agreement dropped to 19.2% or less.

Table 8-8. This table looks at the degree of overlap between the DPWC index states.

- A range of 32.5% to 59.2% overlap was present between the DPWC index states. Decision situations were consistently indexed as comprehending states and vice versa: 53.4% of decision states were indexed as comprehending states, and 59.2% of comprehending states were indexed as decision situations.
- The same tendency for pairing occurred with problem and worry states: 52.5% of problems were indexed as worries; 55.8% of worries were indexed as problems.
- The least overlap was found between decision and worry: Only 32.5% of decisions were indexed as worries and vice versa.
- Finally, situations indexed as comprehending states were often (54.0%) indexed as problems. Of the problems, however, only 45.9% were indexed as comprehending states.

Table 8-9. This table looks at how closely associated the DPWC index states were as tapped by correlation coefficients.[5]

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[5] The measure of correlation is the Pearson product moment correlation. In computing the correlations, the index states were measured with their original code ranges of 0-2 (see Table 8-5).

- Three out of the 6 possible correlations were significant at $p<.001$ level. They were .30 between problem and worry, .23 between decision and comprehending, and -.26 between decision and worry.

- These findings reinforce those from Table 8-8 which indicated that the greatest overlap occurred between problem-worry and decision-comprehending, while the least overlap occurred between decision-worry.

Table 8-10. The purpose of this table is to look at whether the 19 DPWC index items group into one or more independent movement approaches. In other words, do some of the approaches suggested by the DPWC items tend to occur more often together? Is there, for example, a decisioning approach independent of a worrying approach?

The method used to look at the presence of independent movement dimensions was factor analysis. This is a statistical technique for unearthing underlying independent dimensions in a series of variables or items (see Table 8-10 footnotes for more details).

- The factor analysis chosen was a five factor solution. In all, 57.2% of the variance in all 19 items was accounted for by the factor solution. The factors accounted for 19.0%, 16.6%, 9.7%, 6.6%, and 5.3% of the variance, respectively.

- Results indicated that the 19 items grouped into five independent dimensions rather than the four defined a priori. Factor 1 was clearly a decision factor; Factor 2 was clearly a problem factor; Factor 3 was clearly a comprehending factor. Factors 4 and 5, however, seemed to split the original conception of worry into two factors. The first indicated a movement state in which the individual felt anxious and wanted to know what was going on. The second indicated a movement state in which the individual felt he had to be satisfied with the way things turned out and that there was nothing he could do. While the former worry state seems to focus on a kind of anxious lack of control, the latter seems to focus on situations that respondent saw as problematic.

- The decision factor was by far the clearest and strongest. In addition to accounting for 19.0% of the total variance, four of the six items that loaded highest on this factor had factor purities of 90% or greater. This means that 90% or more of the variance in these items was accounted for by the decision factor.

- The decision factor also showed some interesting nuances. For example, the item "found it difficult to make up my mind" loaded both on the decision factor and the problematic worry factor (loading of .45 and .47 re[illegible]vely). Also notable is the fact that the item "wanted a bet[illegible]way of thinking about the situation" loaded most highly (.45) on the decision factor. This item was defined a priori as a comprehending item. There is no way of determining why this result was obtained: possibly in many focal situations the decisioning movement approach was cumbersome and respondents wanted a "better way of thinking," and decisioning was that better way. Since this study is unable to unearth time order, this result cannot be pursued.

- The problem factor was also very clear. The four items defined a priori as being in the problem movement approach loaded most highly (loadings of .60 or better) on this factor. All four items had factor purities greater than 70%; two had factor purities better than 95%.

- No other items had their highest loadings on the problem factor. There were, however, some items which had relatively substantial loading (.30 or better). Interestingly, these were the two items that best characterize the anxious worry factor, "felt couldn't control things" and "felt anxious and helpless." Thus, it appears as if seeing a situation as a problem introduces anxious worry.

- The comprehending factor is also fairly clear; three items had loading of .70 or better and factor purities of 89% or better. These three items were, "needed to get the facts," "wanted more details on the situation," and "wanted to understand something." These three items seem quite clearly to designate this factor as "INFORMATION$_1$" oriented --i.e. oriented toward acquiring reality information.

- Three other items had quite substantial loadings on the comprehending factor (.30 or better). One of these -- "wanted to know what was going on" -- had its highest loading on the anxious worry factor. Another -- "felt couldn't predict what was going on" -- had its second highest loading on the anxious worry factor. The third -- "wanted a better way of thinking" -- had its highest loading on the decision factor. These results suggest that the comprehending approach, as would be expected, is relevant to other approaches as well. Interestingly, too, the comprehending aspects with the most overlap with other approaches tend to be those that we commonly think of as "putting the pieces together." The more "factually" oriented items (i.e. getting details, getting facts, simply understanding) had the least overlap.

- The anxious worry factor had two item loadings of .60 or better: "wanted to know what was going on" and "felt anxious and helpless." Two other items had their highest loadings on this factor: "felt couldn't control things"(loading of .49); and "felt couldn't predict what was going on" (loading of .30, split between this factor and comprehending factor with loading of .32). Several other items had substantial second-high loadings on this factor ("knew what I wanted to do but things kept going wrong" and "felt there was nothing that could be done"). In sum, this is a complex factor, most clearly described by anxious worry and a need to figure out what was going on.

- The last factor -- described above as problematic worry -- had only one item with a loading of .60 or above: "had to be satisfied with the way things turned out" (loading of .78). Two other items had their highest loadings on this factor: "found it difficult to make up my mind" (.47) and "felt there didn't seem to be anything that could be done" (.55). The latter item also had a high loading of .45 on the decision factor. The essence of the factor seems to be the notion of acceptance that the individual can do nothing -- a kind of problematic approach.

Conclusions and implications

Chapter VII looked at how information practitioners might tap client movement directions simply by listening to their articulations. This chapter, in contrast, takes the point of view of the client. The question becomes: what did the respondents say about their own directions of movement? This chapter approaches this question from a number of perspectives. First, responses to the 19 DPWC index items were analyzed. Next, construction of a set of four DPWC indices, based on respondent answers, was reported. Then, an examination was made of how well various coder-determined articulation variables agreed with the respondent-based indices in identifying respondent directions of movement. Finally, the overlap between the respondent-determined indices was examined.

- Generally, the 19 DPWC index items seemed to tap important aspects of respondent perceptions of their own movement directions. On the average across the 19 items, 54.3% of the respondents applied each item to their situations.
- The above conclusion is additionally reinforced by the fact that respondents in unresolved situations were more likely to apply the 19 items (56.4% on the average) to their situations than respondents in resolved situations (49.9%). This finding is logical, since individuals in the midst of troublesome situations would be more likely to see complex and diverse movement demands, as compared to individuals who see themselves as having already completed their journeys.
- The results indicated that generally the 19 DPWC index items were effective in tapping the four a priori defined DPWC states. The items seen as tapping a given state generally intercorrelated highly and did not correlate well with items in the other states. There was some overlap, however, between decision-comprehending items and problem-worry items. The overlap between these two states will be discussed below. The general finding here is that the four movement states conceptualized for the study (i.e. decision, problem, worry, and comprehending) were in the main validated by responses to the items designed to tap the states.
- The main thrust of the findings clearly points to a major conclusion: Respondents did not see themselves as being in one and only one state. This conclusion was confirmed in the construction of indices based on respondent answers to the DPWC items. The four resulting indices have roughly 50% overlap, with a total of 27.9% of the focal situations falling into all four DPWC index states and only 5.8% of the situations falling

into one of the four states. In general, respondents saw themselves as either simultaneously or sequentially moving through different movement states. Although this one-shot survey cannot unearth these time differences, an important implication emerges. While this study draws many conclusions about the differences between the DPWC states, it is clearly a rare event for an individual in one situation to be in only one of those states. Information practitioners trying to determine in which direction their clients are headed will need to allow for the possibility that their clients have several movement approaches at one time...or several movement approaches over time.

- The findings clearly showed that certain of the DPWC states were more likely to overlap each other than were others. The overlapping states were analyzed several ways, and the results were consistent across analyses.

- The decisioning approach overlapped most with the comprehending approach. In particular, the results showed that the decisioning items were most likely to overlap with one comprehending item: "wanted a better way of thinking." While past research has commonly assumed that decision-making is closely tied to objective information use (i.e. INFORMATION_1), this result suggests a tie with internal reality (i.e. INFORMATION_2). It could be that respondents who saw themselves in decision situations found the approach bothersome and wanted a better way of thinking. Or, it could be that decisioning was the better way of thinking that they found. In either case, the results clearly tie decisioning to internal informing processes. This is an important finding in the context of potential information practitioner-client interactions. The client who says he wants to make a decision, this data suggests, is also probably doing more than what is commonly thought of as assessing the best "objective" alternatives. This data suggests that he is also embedded in a unique self-informing process.

- The problem approach overlapped most with aspects of worry. In particular, the respondent who said that he knew what he wanted to do but couldn't make progress because something stood in his way was also more likely to say that he felt like he couldn't control things, couldn't do anything, and was anxious and helpless. These findings are common sense: an external obstacle stands between the individual and his goal; the individual is derailed in the midst of his journey. In addition, the problem approach had relatively little overlap with comprehending, either the objective information aspects of comprehending or the subjective. For the information practitioner, the client who sees himself in this type of position may present difficulties for several reasons. First, the absence of attention on any aspect of "information" could be a difficulty in the context of more traditional definitions of information delivery. Second, the attention of the client may be so thoroughly focused on the obstacle that efforts to refocus may be difficult.

- A factor analysis of the 19 DPWC items confirmed the description of the overlaps described above. In addition, the factor analysis unearthed five, not four, basic approaches to situations. The first and second -- decision and problem -- were basically as described above. The third was clearly a comprehending approach but with some different nuances than those suggested above. In addition, the factor analysis split the worry approach into two types: an anxious worry approach and a problematic worry approach. These findings will be discussed, in turn, below.

- The comprehending factor which emerged from the factor analysis was primarily focused on objective information (INFORMATION$_1$), but had a secondary and important emphasis on internal information (INFORMATION$_2$). Thus, the items which best described the factor were "needed to get the facts," "wanted more details on the situation," and "wanted to understand something." While these items are more suggestive of an INFORMATION$_1$ emphasis, three additional items have secondary but substantial emphasis: "wanted to know what was going on," "wanted a better way of thinking," and "felt couldn't predict what was going on." Thus, again the data suggest that INFORMATION$_1$ is inexorably bound with INFORMATION$_2$. The information practitioner who wants to be helpful must acknowledge this reality.

- The worry items, as noted above, split into two factors. The first was characterized by these items: "felt couldn't control things," "felt anxious and helpless," and "wanted to know what was going on." This factor suggests an individual who finds himself in a situation where things seem to be happening without his understanding and without his control. For purposes of this report, this was called the anxious worry factor. It contrasts to the second factor, the problematic worry factor, which was best characterized by these items: "had to be satisfied with the way things turned out," "felt there didn't seem to be anything that could be done," and "found it difficult to make up my mind." The first two items clearly suggest an acceptance of lack of control. Both factors had some degree of overlap with comprehending dimensions. Thus, the findings have two implications for the practitioner: 1) the two different kinds of worry states may require separate kinds of attention; and 2) self-informing processes are relevant to all types of situation approaches.

- Because of the importance of the client's direction of movement, an analysis was done of whether various articulation variables were accurate indicators of movement. The articulation variables included: a) coder judgments of whether a respondent was in a particular DPWC index state; and b) use by the respondent of words suggesting a DPWC state. The major finding was that on both these variables the number of respondent situations that were codeable was very low. For the coder judgments, a high of 40.4% of the respondent situations were placed into problem states, while a low of 15.5% were placed in decision states. For the word use variable, a high of 13.1% of the focal situations were described in the lengthy time line articulations as problems. The low was 4.1% for comprehending states. Generally, then, the frequency with which these articulation variables can be used is so low that they cannot be reliable indicators, simply because they are not present. It is also interesting to note how few of the respondents used any sort of comprehending words in describing their situations. For the information practitioner mandated to look for information implications in client situations, this finding suggests a need to develop strategies for eliciting information implications.

- Coder judgments of what state respondents were in were generally too unreliable to be useful. Given the fairly lengthy time line articulations, coders were accurate only in describing situations which were in "pure" states (average agreement with respondent-based DPWC states of 82.3%). However, as noted earlier, most of the situations were not in pure states; yet the average accuracy in predicting combinations was only 15.6%.

- For the use of DPWC words, both decision and worry words appeared to be fairly reliable indicators of where a respondent was. The average agreement of word use in all combinations to index states in all combinations was 49.5%. The agreement on simply one state as predicted by one word use was 73.6%. Thus, overall, word use was a better indicator, except for the fact that the presence of the words in articulations was so low. It is also notable that while three of the word use types (decision, problem, and worry) had single state accuracy over 50%, comprehending word use accuracy was only 27.3%. Again, this is additional support for the finding, supported in other chapters, that comprehending states are not frequently articulated. Respondent attention was typically more focused on concrete ends than on comprehending, which appears to be ever-present.

Table 8-1

Distribution of decision, problem, worry, and comprehending index items (General Population Sample only).

DPWC INDEX ITEMS Did respondent say this was a situation in which he/she...	PERCENTAGE[b] OF "YES" RESPONSES
DECISION INDEX ITEMS[c]	
Needed a basis for choosing	43.4
Perceived more than one way to go	56.2
Compared more than one alternative	57.0
Had to choose between solutions	51.7
Found it difficult to make up mind	39.3
PROBLEM INDEX ITEMS[c]	
Couldn't make progress	58.5
Knew what wanted to do but things kept going wrong	50.9
Knew what wanted to do but something stood in way	64.9
Had solution but couldn't make it work	40.8
WORRY INDEX ITEMS[c]	
Had to be satisfied with way things turned out	56.6
Felt he/she couldn't control things	67.5
Felt anxious or helpless	59.6
Felt there didn't seem to be anything that could be done	51.3
Felt couldn't predict what was going on	61.1
COMPREHENDING INDEX ITEMS[c]	
Wanted to know what was going on	55.5
Needed to get the facts	63.0
Wanted more details on situation	59.2
Wanted a better way of thinking about situation	47.2
Wanted to understand something	48.7
TOTAL FOCAL SITUATIONS	(n=265)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. The discrepancy between that total and the n above is due to missing data.

[b] The table reads vertically but the percentages will not sum to 100.0 because each item (a total of 19 items in all) was asked about each situation. Therefore, a given focal situation could have been described by up to all 19 of the items.

[c] The index items above were developed a priori to tap the four states: decision, problem, worry, comprehending. The items are grouped here by the state they were designed to tap. A clerical error in the production of the questionnaire resulted in the "problem" state having only four items while the others had five.

Table 8-2

Comparison of decision, problem, worry, and comprehending index items in unresolved versus resolved situations (General Population Sample only).

DPWC INDEX ITEMS Did the respondent say this was a situation in which he/she...	PERCENTAGE[b] OF "YES" RESPONSES Unresolved Situations	 Resolved Situations	 All Situations[c]
DECISION INDEX ITEMS[d]			
Needed a basis for choosing	45.3	39.5	43.4
Perceived more than one way to go	58.1	52.3	56.2
Compared more than one alternative	57.5	55.8	57.0
Had to choose between solutions	52.0	51.2	51.7
Found it difficult to make up mind	41.3	34.9	39.3
PROBLEM INDEX ITEMS[d]			
Couldn't make progress	62.0	51.2	58.5
Knew what wanted to do but things kept going wrong	55.9	40.7	50.9
Knew what wanted to do but something stood in way	69.3	55.8	64.9
Had solution but couldn't make it work	44.1	33.7	40.8
WORRY INDEX ITEMS[d]			
Had to be satisfied with way things turned out	56.4	57.0	56.6
Felt he/she couldn't control things	72.1	58.1	67.5
Felt anxious or helpless	59.2	60.5	59.6
Felt there didn't seem to be anything that could be done	53.6	46.5	51.3
Felt couldn't predict what was going on	62.0	59.3	61.1
COMPREHENDING INDEX ITEMS[d]			
Wanted to know what was going on	54.7	57.0	55.5
Needed to get the facts	67.0	54.7	63.0
Wanted more details on situation	62.6	52.3	59.2
Wanted a better way of thinking about situation	48.0	45.3	47.2
Wanted to understand something	49.2	47.7	48.7
TOTAL FOCAL SITUATIONS	(n=179)	(n=86)	(n=265)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations. The discrepancy between that n and the n in the table above is due to missing data.

[b] The table reads vertically, but the percentages will not sum to 100.0 because each item (a total of 19 items) was asked about each situation. Therefore, a given focal situation could have been described by up to all 19 of the items.

(continued)

Table 8-2 (Continued)

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[c] These data are a repetition of that from Table 8-1, showing the data across all situations whether resolved or unresolved.

[d] The index items above were developed a priori to tap the four states; decision, problem, worry, comprehending. The items are grouped here by the state they were designed to tap. A clerical error in the production of the questionnaire resulted in the "problem" state having only four items while the others had five.

Table 8-3

Comparison of decision, problem, worry, and comprehending index items across the decision, problem, worry, and comprehending articulation typology (General Population Sample only).

DPWC INDEX ITEMS Did the respondent say this was a situation in which he/she...	PERCENTAGE[b] OF FOCAL SITUATIONS				
	DPWC Articulation Typology				
	Decision	Problem	Worry	Comprehending	All Situations[c]
DECISION INDEX ITEMS[d]					
Needed a basis for choosing	68.3	46.1	35.5	51.1	43.4
Perceived more than one way to go	75.6	58.4	53.3	63.8	56.2
Compared more than one alternative	82.9	57.3	50.5	59.6	57.0
Had to choose between solutions	73.2	56.2	47.7	59.6	51.7
Found it difficult to make up mind	43.9	46.1	42.1	46.8	39.3
PROBLEM INDEX ITEMS[d]					
Couldn't make progress	34.2	69.7	72.9	48.9	58.5
Knew what wanted to do but things kept going wrong	43.9	66.3	63.6	44.7	50.9
Knew what wanted to do but something stood in way	61.0	74.2	73.8	53.2	64.9
Had solution but couldn't make it work	29.3	49.4	52.3	31.9	40.8
WORRY INDEX ITEMS[d]					
Had to be satisfied with way things turned out	58.8	55.1	53.3	51.1	56.6
Felt he/she couldn't control things	41.5	73.0	77.6	48.9	67.5
Felt anxious or helpless	46.3	73.0	73.8	53.2	59.6
Felt there didn't seem to be anything that could be done	34.2	61.8	62.6	40.2	51.3
Felt couldn't predict what was going on	70.3	64.0	60.8	59.6	61.1

(continued)

Table 8-3 (Continued)

DPWC INDEX ITEMS Did the respondent say this was a situation in which he/she...	PERCENTAGE[b] OF FOCAL SITUATIONS DPWC Articulation Typology Decision	Problem	Worry	Comprehending	All Situations[c]
COMPREHENDING INDEX ITEMS[d]					
Wanted to know what was going on	43.9	55.1	59.8	46.8	55.5
Needed to get the facts	65.9	59.6	63.6	63.8	63.0
Wanted more details on situation	61.0	55.1	54.2	61.7	59.2
Wanted a better way of thinking about situation	61.0	55.1	45.8	46.8	47.2
Wanted to understand something	46.3	51.7	47.7	44.7	48.7
TOTAL FOCAL SITUATIONS	(n=41)	(n=89)	(n=107)	(n=47)	(n=265)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population respondents, 267 have focal situations. Missing data dropped this n to 265 for the DPWC item analysis. The decision/problem/worry/comprehending breakdown for this table involved only those focal situations which were coded as having been articulated by respondents as in one or more of these states. This articulation analysis yielded 41 focal situations articulated on the time line as decision situations; 89 as problem situations; 107 as worry situations; and 47 as comprehending situations.

[b] The table reads vertically, but the percentages will not sum to 100.0 because each of the DPWC index items was asked about each focal situation. Therefore, a given focal situation could have been described by up to all 19 of the items. Reading horizontally, the individual ns should not be summed because the DPWC articulation typology consists of a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 8-1, showing the distribution of "yes" responses on the DPWC index items across all focal situations regardless of DPWC articulation type.

[d] The index items above were developed a priori to tap the four states: decision, problem, worry, comprehending. The items are grouped here by the state they were designed to tap. A clerical error in the production of the questionnaire resulted in the "problem" state having only four items while the others had five.

Table 8-4

Pearson product moment correlation matrix for the decision, problem, worry, and comprehending index items (General Population Sample only).

DPWC INDEX ITEMS[e]	(D2)[d]	(D3)	(D4)	(D5)	(P1)	(P2)	(P3)	(P4)	(W1)	(W2)	(W3)	(W4)	(W5)	(C1)	(C2)	(C3)	C4)	(C5)
(D1)	+.50[c]	+.51[c]	+.48[c]	+.19[c]	-.14[b]	+.03	-.01	-.03	-.05	-.17[b]	+.02	-.23[c]	+.06	.00	+.13[a]	+.09	+.21[c]	+.03
(D2)	----	+.63[c]	+.53[c]	+.34[c]	-.11[a]	+.08	-.06	.00	+.07	-.19[c]	-.06	-.19[c]	+.17[b]	+.01	+.13[a]	+.15[b]	+.25[c]	+.02
(D3)	----	----	+.64[c]	+.28[c]	-.08	+.17[b]	+.06	+.05	-.04	-.20[c]	-.03	-.25[c]	+.09	.00	+.22[c]	+.12[a]	+.32[c]	+.13[a]
(D4)	----	----	----	+.33[c]	-.03	+.06	-.06	+.05	+.01	-.17[b]	-.06	-.20[c]	+.16[b]	+.08	+.20[c]	+.15[b]	+.35[c]	+.11[a]
(D5)	----	----	----	----	+.11[a]	+.20[c]	+.09	+.12[a]	+.16[b]	+.08	+.11[a]	+.16[b]	+.15[b]	+.16[b]	+.20[c]	+.18[b]	+.37[c]	+.27[c]
(P1)	----	----	----	----	----	+.34[c]	+.36[c]	+.36[c]	+.02	+.32[c]	+.29[c]	+.36[c]	+.08	+.17[b]	+.01	+.05	+.11[a]	+.05
(P2)	----	----	----	----	----	----	+.40[c]	+.34[c]	+.01	+.24[c]	+.36[c]	+.18[b]	+.16[b]	+.18[c]	+.08	+.05	+.20[c]	+.13[a]
(P3)	----	----	----	----	----	----	----	+.40[c]	-.01	+.23[c]	+.27[c]	+.15[b]	+.09	+.03	+.01	-.01	+.12[a]	+.04
(P4)	----	----	----	----	----	----	----	----	+.04	+.21[c]	+.23[c]	+.25[c]	+.14[a]	-.05	+.03	+.03	+.12[a]	+.01
(W1)	----	----	----	----	----	----	----	----	----	+.06	-.05	+.21[c]	+.08	.00	+.02	.00	+.05	+.08
(W2)	----	----	----	----	----	----	----	----	----	----	+.33[c]	+.45[c]	+.14[b]	+.09	+.02	+.02	+.06	+.05
(W3)	----	----	----	----	----	----	----	----	----	----	----	+.29[c]	+.23[c]	+.21[c]	+.04	+.05	+.13[a]	+.12[a]
(W4)	----	----	----	----	----	----	----	----	----	----	----	----	+.03	+.15[b]	-.09	-.04	+.09	+.07
(W5)	----	----	----	----	----	----	----	----	----	----	----	----	----	+.17[b]	+.17[b]	+.24[c]	+.13[a]	+.23[c]
(C1)	----	----	----	----	----	----	----	----	----	----	----	----	----	----	+.30[c]	+.21[c]	+.10[a]	+.33[c]
(C2)	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	+.54[c]	+.19[c]	+.39[c]
(C3)	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	+.23[c]	+.44[c]
(C4)	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	+.34[c]
(C5)	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

[a] Significant at $p < .05$ [b] Significant at $p < .01$ [c] Significant at $p < .001$

[d] n= 265 for all correlations. The General Population Sample yielded 267 focal situations, 265 of which were coded on the DPWC index items.

(continued)

Table 8-4 (Continued)

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[e] The index items were developed a priori to tap the four states: decision, problem, worry, comprehending. The items are grouped here by the state they were designed to tap. A clerical error in the production of the questionnaire resulted in the "problem" state having only four items while the others had five. The items were: "Did the respondent say this was a situation in which he/she ..."

D1: Needed a basis for choosing
D2: Perceived more than one way to go
D3: Compared more than one alternative
D4: Had to choose between solutions
D5: Found it difficult to make up mind

P1: Couldn't make progress
P2: Knew what wanted to do but things kept going wrong
P3: Knew what wanted to do but something stood in way
P4: Had solution but couldn't make it work

W1: Had to be satisfied with way things turned out
W2: Felt he/she couldn't control things
W3: Felt anxious or helpless
W4: Felt there didn't seem to be anything that could be done
W5: Felt couldn't predict what was going on

C1: Wanted to know what was going on
C2: Needed to get the facts
C3: Wanted more details on situation
C4: Wanted a better way of thinking about situation
C5: Wanted to understand something

Table 8-5

Distribution of all possible types in the decision, problem, worry, and comprehending index states (General Population Sample only).

INDEX STATES CODED AS INDEPENDENT STATES[c]	PERCENTAGE OF ALL FOCAL SITUATIONS		
	Distribution of index scores[d]		
	0	1	2
Decision	36.6	18.1	45.3
Problem	26.8	30.6	42.6
Worry	26.4	28.3	45.3
Comprehending	27.9	21.9	50.2

INDEX STATE COMBINATIONS	PERCENTAGE OF ALL FOCAL SITUATIONS
None of these	1.9
Decision only	0.8
Problem only	0.8
Worry only	1.9
Comprehending only	2.3
Decision/problem	4.2
Decision/worry	2.3
Decision/comprehending	7.2
Problem/worry	9.1
Problem/comprehending	0.8
Worry/comprehending	5.3
Decision/problem/worry	7.2
Decision/problem/comprehending	8.7
Decision/worry/comprehending	5.3
Problem/worry/comprehending	14.7
All four states	27.9
TOTAL FOCAL SITUATIONS	100.0[b] (n=265)[a]

(continued)

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. For the DPWC index state analysis, 2 cases dropped out.

[b] The upper portion of the table reads horizontally, while the lower portion reads vertically. Percentages in each case sum roughly to 100% but may not sum exactly to 100.0 because of rounding error.

[c] In order to create the DPWC INDEX STATES, the following procedures were used. The correlation matrix for all 19 DPWC items was examined (See Table 8-4). Within a given a priori designated set of items (e.g. the 5 decision items), the two with the highest intercorrelation were selected. On this basis, the following items were selected:

a) To tap the decision state: 1) Compared more than one alternative; and 2) Had to choose between solutions. These items had a correlation of .64.

b) To tap the problem state: 1) Knew what wanted to do but things kept going wrong; and 2) Knew what wanted to do but something stood in way. These items intercorrelated .40.

c) To tap the worry state: 1) Felt couldn't control things; and 2) Felt there didn't seem to be anything that could be done. These items intercorrelated .45.

d) To tap the comprehending state: 1) Needed to get the facts; and 2) Wanted more details on situation. These items intercorrelated .54.

The scores for the two items within each set were then summed. Since the original items were coded dichotomously (0=no/1=yes), the resulting scores had a range of from 0-2.

[d] See footnote a for an explaination of how the distribution of scores was obtained. In creating the final DPWC INDEX STATES, only those focal situations in which respondents got a score of 2 for a given state were designated as being in that state. Thus, for example, 45.3% of all focal situations were disignated for the remaining analyses as DPWC INDEX STATES. On the basis of the distribution of all possible types in the bottom portion of the table, it is obvious that few situations were in a "pure" state. Interpretation of all analyses in which the DPWC index states are used as a variable must be tempered by awareness of this confounding of states.

Table 8-6

Language use as a predictor of the DPWC articulation typology and the DPWC index states (General Population Sample only).

	PERCENTAGE OF FOCAL SITUATIONS IN WHICH DPWC WORDS WERE USED BY RESPONDENT AS DESCRIPTORS			
	Decision Words	Problem Words	Worry Words	Comprehending Words
THE DPWC ARTICULATION TYPOLOGY[c] ANALYSIS				
% of situations in which the "key" word matched the "key" state	91.7	65.7	91.7	45.5
Amount of discrepancy				
None -- both "key" designation and combinations the same	66.7	54.3	50.0	27.3
Some -- same "key" designation but different combinations	25.0	11.4	41.7	18.2
Total -- the "key" word and "key" state were different	8.3	34.3	8.3	54.6
	100.0[b] (n=12)[a]	100.0 (n=35)	100.0 (n=24)	100.0 (n=11)
THE DPWC INDEX STATES[d] ANALYSIS				
% of situations in which the "key" word matched the "key" state	91.7	77.1	70.8	81.8
Amount of discrepancy				
None -- both "key" designation and combinations the same	0.0	0.0	0.0	0.0
Some -- same "key" designation but different combinations	91.7	77.1	70.8	81.8
Total -- the "key" word and "key" state were different	8.3	22.9	29.2	18.2
	100.0[b] (n=12)[a]	100.0 (n=35)	100.0 (n=24)	100.0 (n=11)

(continued)

Table 8-6 (Continued)

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[a] The unit of analysis for this table is the focal situation, but only those focal situations in which DPWC words were used. Specifically, coders looked for decision words, problem words, worry words, or comprehending words in the time line focal situation articulation. The ns for these sub-sets were: decision words used, n=12; problem words, n=35; worry words; n=24; comprehending words, n=11. Because the use of DPWC words was coded as a series of four dichotomous designations, a given situation could be represented in more than one of the table columns. For further details on the DPWC words content analysis, see CA SCHEME #7 in the codebook in the appendices.

[b] The sub-tables read vertically with the baseline ns for all percentages being the ns listed in the table. Only the amount of discrepancies analyses will sum to roughly 100%. Percentages may not sum exactly to 100.0 because of rounding error. Reading horizontally, the ns cannot be summed. See footnote a.

[c] The DPWC articulation typology involved coders deciding whether the respondent's situation analysis was such that it fit the a priori designation of DPWC. See CA SCHEME #6 in the Codebook in the appendices. For these analyses, the question was: Did the respondent use a word indicating a "key" state which agreed with the "key" state as determined by coders? For example, 91.7% of the focal situations in which respondents used "decision" words were also coded as being "decision" states. Of these 12, 66.7% matched not only on the "key" word to "key" state comparison but on all other combinations. As an example, a situation that was described by the respondent with both "decision" and "problem" words would have had to be coded by the coder as "decision" and "problem" to have no discrepancy. Some discrepancy means the "key" words and states were the same but the combinations on the rest of the components were different. Total discrepancy meant that the "key" word and "key" state were different irrespective of whether the rest of the components within the description were the same or not.

[d] The DPWC index states were respondent-designated states defined by indexing close-ended items per the procedures outlined in this chapter. See in particular Table 8-5. For these analyses, the question was: Did the respondent use a word indicating a "key" state which agreed with the "key" state as determined by DPWC index states? The same logic as detailed in footnote c applies.

Table 8-7

DPWC articulation typology as a predictor of the DPWC index states (General Population Sample only).

	PERCENTAGE OF FOCAL SITUATIONS ARTICULATED AS...			
	Decision	Problem	Worry	Comprehending
THE DPWC INDEX STATES [c] ANALYSIS				
% of situations in which the "key" designation in the articulation typology matched the "key" state in the index	85.4	85.4	84.1	74.5
Amount of discrepancy				
None -- both "key" designations the same and all combinations of other states the same	12.2	18.0	13.1	19.2
Some -- both "key" designations the same but combinations of other states different	73.2	67.4	71.0	55.3
Total -- the "key" designations were different irrespective of whether the rest of the components were the same or not	14.6	14.6	15.9	25.5
TOTAL FOCAL SITUATIONS	100.0[b] (n=41)[a]	100.0 (n=89)	100.0 (n=107)	100.0 (n=47)

[a] The unit of analysis for this table the focal situation but only those focal situations that were designated by coders in the time line analysis as fitting the a priori designation of DPWC states. See CA scheme #6 in the Codebook in the appendices. The ns for these sub-sets were as indicated above. Because the DPWC articulation typology was applied as a series of four dichotomous designations, a given situation could be represented in more than one column of the table.

[b] The table reads vertically with the baseline ns for all percentages being the ns listed. Only the amount of discrepancy analysis will sum to 100%. Percentages may not sum exactly to 100.0 because of rounding error. Reading horizontally, the ns cannot be summed. See footnote a.

[c] The DPWC index states were respondent-designed states defined by indexing close-ended items per the procedures outlined in this chapter. See, in particular, Table 8-5. For this analysis, the question was: How often did the coder designation of a state agree with an index based on respondent descriptions of his own situation?

Table 8-8

Comparison of the inter-relationship between different states in the decision, problem, worry, and comprehending index states (General Population Sample only).

DPWC INDEX STATES	PERCENTAGE OF THESE THAT WERE ALSO...[b]				
	Decision	Problem	Worry	Comprehending	n[a]
Decision	----	46.9	32.5	53.4	120
Problem	44.2	----	52.5	45.9	113
Worry	32.5	55.8	----	42.1	120
Comprehending	59.2	54.0	46.7	----	133

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are as indicated above. There were no missing data for this analysis.

[b] The table reads horizontally and should be read as follows: of 120 decision index states, 46.9% were also problem index states, 32.5% were worry states, and 53.4% were comprehending states. Note that the percentages are not independent as a given focal situation could be coded into any combination of index states.

Table 8-9

Pearson product moment correlation matrix[b] for the decision, problem, worry, and comprehending index states (General Population Sample only).

THE DPWC INDEX STATES[c]	Decision	Problem	Worry	Comprehending
Decision	----	- .06	- .26[a]	+ .23[a]
Problem	----	----	+ .30[a]	+ .05
Worry	----	----	----	- .06
Comprehending	----	----	----	----

[a] Significant at $p < .001$.

[b] n=265 (# of focal situations) for all correlations. The General Population Sample yielded 267 focal situations, 265 of which were coded on the DPWC index states.

[c] See Table 8-5 for an explanation of how the DPWC index states were measured. For this analysis, the full range of the index scores were used (i.e. 0-2).

Table 8-10

Factor analysis of the DPWC index items (General Population Sample only).

DPWC INDEX ITEMS Did the respondent say this was a situation in which he/she ...	FACTOR LOADINGS[c] IN 5-FACTOR SOLUTION[a]						
	F1	F2	F3	F4	F5	h^2[b]	FP[d]
DECISION INDEX ITEMS[e]							
Needed a basis for choosing	$\boxed{+ .73}$[f]	- .07	- .02	+ .03	- .16	.57	.93
Perceived more than one way to go	$\boxed{+ .81}$	- .06	+ .02	- .05	+ .08	.67	.98
Compared more than one alternative	$\boxed{+ .84}$	+ .08	+ .09	- .10	- .09	.73	.97
Had to choose between solutions	$\boxed{+ .80}$	- .02	+ .12	- .02	+ .03	.65	.98
Found it difficult to make up mind	$\boxed{+ .45}$	+ .11	+ .22	+ .20	$\boxed{+ .47}$	.53	.38/.42
PROBLEM INDEX ITEMS[e]							
Couldn't make progress	- .12	$\boxed{+ .60}$	+ .04	+ .28	+ .11	.47	.77
Knew what wanted to do but things kept going wrong	+ .17	$\boxed{+ .61}$	+ .06	+ .34	- .06	.52	.72
Knew what wanted to do, but something stood in way	- .00	$\boxed{+ .78}$	+ .01	+ .01	- .08	.61	.99
Had solution but couldn't make it work	+ .03	$\boxed{+ .78}$	+ .02	- .09	+ .11	.63	.97
WORRY INDEX ITEMS[e]							
Had to be satisfied with way things turned out	- .00	- .02	+ .04	+ .13	$\boxed{+ .78}$	.63	.97
Felt he/she couldn't control things	- .24	+ .34	- .02	$\boxed{+ .49}$	+ .25	.48	.38
Felt anxious or helpless	+ .01	+ .35	+ .01	$\boxed{+ .69}$	- .10	.60	.79
Felt there didn't seem to be anything that could be done	- .27	+ .27	- .09	+ .45	$\boxed{+ .55}$	.67	.45
Felt couldn't predict what was going on	+ .16	+ .12	$\boxed{+ .32}$	$\boxed{+ .30}$	+ .04	.24	.43/.38
COMPREHENDING INDEX ITEMS[e]							
Wanted to know what was going on	+ .01	- .11	+ .41	$\boxed{+ .61}$	- .06	.57	.65
Needed to get the facts	+ .13	+ .02	$\boxed{+ .78}$	- .02	- .07	.64	.95
Wanted more details on situation	+ .07	+ .04	$\boxed{+ .81}$	- .04	- .01	.67	.98
Wanted a better way of thinking about situation	$\boxed{+ .45}$	+ .20	+ .30	+ .11	+ .26	.41	.49
Wanted to understand something	+ .06	- .00	$\boxed{+ .72}$	+ .18	+ .15	.58	.89
PERCENT OF VARIANCE ACCOUNTED FOR	19.0	16.6	9.7	6.6	5.3	----	----
CUMULATIVE % OF VARIANCE	19.0	35.6	45.3	51.9	57.2	----	----

(continued)

Table 8-10 (Continued)

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[a] The factor analysis is the five factor solution from a quartermax orthogonal rotation by the principal factoring method. The diagonals in the correlation matrix were retained at 1.0. The five factor solution was chosen because of its conceptual clarity and because it met the a priori established criterion that factoring should stop when the next factor to be produced would account for less than 1/19 (the # of variables) of the variance (Nie et al. 1975).

[b] h^2 stands for variability communality. It is the percentage of variance in a given variable accounted for by this particular factor solution. Thus, for example, 75% of the variance in the first DPWC index item ("Needed a basis for choosing") is accounted for. A variable's communality may be obtained by squaring and summing its factor loadings on the factors across the five factors. For example:
$.72^2 + .07^2 + .02^2 + .03^2 + .16^2 = .57$.

[c] A factor loading may be interpreted as a given variable's correlation with a factor. When squared (see footnote b) it is the percentage of variance in that variable accounted for on that factor.

[d] FP (factor purity) is a measure of how purely a variable is loading on its highest loaded factor. It is calculated by squaring the highest factor loading (e.g. for the first item, $.72^2 = .52$) and dividing by the variable's communality (e.g. .57). FP is the proportion of a given variable's variance accounted for on its "best" factor.

[e] The index items above were developed a priori to tap the four states: decision, problem, worry, and comprehending. The items are grouped here by the state they were designed to tap. A clerical error in the production of the questionnaire resulted in the "problem" state having only four items while the others had five.

[f] The boxes designate the highest factor loadings for each variable. If a variable had two essentially equal loadings, each was boxed. It should be noted that while the boxes have been added for visual clarity, a given variable's loading on a single factor must be interpreted in the context of its other factor loadings as well as its factor purity. See footnotes c and d above.

CHAPTER IX

THE EMBEDDEDNESS OF SITUATIONS

Purpose

An individual who comes to an information practitioner is in some situation which he feels requires his connection to a practitioner. It is the premise of this study that the only way the practitioner can be helpful is by dealing with the individual's view of the situation. It is in the context of what the individual understands his situation to be that "information" will be used and useful.

This chapter focuses on one potential descriptor of situations: embeddedness. Individuals are bound into situations which are to varying degrees embedded socially (i.e. other people are bound into the situation too); situationally (i.e. the situation is connected to other situations); or perceptually (i.e. the situation is difficult to understand or requires a special perspective).

Embeddedness has three forms: social, situational, and perceptual. The underlying rationale for looking at all three aspects of embeddedness is essentially the same. An individual who is bound into an embedded situation will behave differently from one who is not in an embedded situation. We would expect, for example, that an individual who is moving alone (i.e. low social embeddedness) would think differently about "information" than one who sees himself moving with a lot of other people or through a lot of other people. Or, an individual who sees his situation as one with many possible consequences for future events will behave differently as he moves through his situation than one who sees his situation as having no consequences for the future. Or, an individual who feels his situation is difficult to get at the heart of would come to the information practitioner with a different set of questions than one who sees his situation as easily understandable.

The purpose of this chapter is to look at a particular aspect of situationality -- the aspect of embeddedness of the situation. The focus will take two approaches. The first is to look at embeddedness -- per se. The question: what did the respondents tell us about the embeddedness of their situations? The second is to begin to unearth implications of embeddedness of situations on behavior. In this chapter, embeddedness will be compared across unresolved and resolved situations and across decision, problem, worry, and comprehending index states. The data will allow some implications to be drawn in the context of time[1] and potential resolvability (e.g. the aspects picked up by resolution state) as well as how a respondent saw himself moving through his situation (e.g. the aspect picked up by the decision, problem, worry, and comprehending index states).

Variables in this chapter

Focus variables. In this chapter, there are three focus variables. They are:

- Social embeddedness. The variable taps the degree to which the respondent saw his situation as socially embedded, as involving other human entities. A human entity can be either an individual or an organization or a group of people. (See variable 13 in Table 5-1).

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[1] See Chapter III for a discussion of how resolution state and the DPWC index states are conceptualized.

- *Situation embeddedness.* This variable focuses on whether the respondent saw his situation as one connected to other situations. Three main types of connections were examined. The first simply focuses on whether the focal situation was "tied in with" other situations. The second two specified particular functional connections: a) did the focal situation grow out of or was it caused by situation(s) in the past? b) did the focal situation lead to or cause future situation(s)? (See variable 14 in Table 5-1).

- *Perceptual embeddedness.* This variable consists of a set of two dichotomous items designed to tap the perceptual constraints the respondent saw as applying to his focal situation. Did the situation require standing back or getting up close for understanding? Was the situation easy or hard to get at the heart of? (See variable 15 in Table 5-1).

Comparison variables. Two variables are used in this chapter as "comparison" variables to amplify the portrait of embeddedness. They are:

- *Initial resolution state.* This variable taps the respondent's perception of the resolution state (unresolved or resolved) of his situation at the point of initial articulation. The purpose is to see whether there is a difference in embeddedness between unresolved and resolved situations (see Chapter III for a full discussion of resolution state). The variable taps whether the respondent saw his situation as "done" or "not done." Intertwined within the concept are dimensions of time (was the situation around long enough to be resolved?) and resolvability (was the situation potentially resolvable or problematic?)(see variable 4 in Table 5-1).

- *Decision, problem, worry, and comprehending index states (DPWC).* This variable taps how respondents saw themselves moving in their situations (see Chapter III and VIII for full discussion). The variable taps the extent to which respondents saw their situations as decisions (where a choice was needed between two or more alternatives); problems (where nothing could be done and control was lacking); worries (where an obstacle existed); and comprehending situations (where the respondent wanted the facts or to understand what was going on). Strictly speaking, this is not one variable but four. Each situation could have potentially fallen into none or one to four of the index states. There was, in fact, about 50% overlap (see Chapter VIII). Comparisons will be made across the DPWC states on the focus variables listed above. Because of the overlap in the DPWC states, these comparisons should be seen as conservative indications of the potential differences that exist (see variable 11 in Table 5-1).

Results

The analysis tables are presented at the end of this chapter. Major findings are listed below in the order that they were derived from the tables. Conclusions and implications are reserved for a final section of this chapter.

Table 9-1. This table looks at the degree to which respondents saw their situation as "socially embedded." The situations analyzed were the 267 General Population focal situations.[2]

- In general, only 21.0% of focal situations involved no other human entities while 78.9% of focal situations involved one or more other human entities.
- Of the 78.9% of focal situations that involved other human entities, approximately half (38.1%) involved only one other human entity.
- The mean number of entities involved in the focal situations was 1.6 which signifies that overall, the average respondent did not see his situation as one which involved a great number of other people.

Table 9-2. This table looks at the degree of social embeddedness in unresolved versus resolved situations.

- There was only a slight difference in the degree of social embeddedness across unresolved and resolved situations. Unresolved situations had a mean number of entities of 1.5 compared to 1.8 for the resolved situations.

Table 9-3. This table looks at the degree of social embeddedness across decision, problem, worry, and comprehending index states.

- In general, there was little difference in social embeddedness across decision, problem, worry, and comprehending index states. The mean number of entities involved being 1.8, 1.7, 1.4, and 1.6 for decision, problem, worry, and comprehending index states respectively.

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[2] This chapter focuses only on data from the General Population sample. In all cases, the units of analysis are the 267 focal situations.

Table 9-4. This table looks at situation embeddedness through the connections respondents saw their focal situations having with other situations.

- * In general, the majority of focal situations were seen by respondents as being connected to other situations on all three dimensions: 55.1% were generally tied in with other situations, 56.9% were seen as growing out of other situations, and 68.5% were seen as causing or leading to other situations.
- * More situations were seen as having an impact on the future (i.e. causing or leading to other situations) than any other type of connection.

Table 9-5. This table looks at situation embeddedness across unresolved and resolved situations.

- * In general, unresolved focal situations are more situationally embedded than resolved situations (61.7% of unresolved situations grew out of other situations as opposed to 47.1% of resolved situations, 71.2% of unresolved situations caused/lead to other situations as opposed to 62.7% of resolved situations, and 56.2% of unresolved situations tied in with other situations as opposed to 52.9% of resolved situations).
- * Generally, 55% or more of all situations, regardless of resolution state were situationally embedded on all three dimensions. This was also true of unresolved situations. However, not only were resolved situations less embedded than unresolved but they also showed one reversal of the general finding. Only 47.1% of the resolved situations grew out of past situations compared to 61.7% of unresolved situations and 56.9% of all situations.

Table 9-6. This table looks at situation embeddedness across decision, problem, worry, and comprehending index states.

- * At least 50% of all the DPWC states were described as situationally embedded on all three dimensions.

* For all three dimensions, situation embeddedness varied across the DPWC states. In all cases, worry situations were the least embedded: 50.0%, tied in with others; 50.4%, grew out of others; and 68.1%, caused/led to others. Next in order was comprehending situations: 55.3%, 55.6%, and 71.0% respectively. Problem situations were next with 61.1%, 58.6% and 71.8% respectively. Decision situations were the most embedded with 67.5%, 62.2%, and 77.1% respectively.

* The difference between the lowest embedded index state (worry) and the highest embedded index state (decision) went from a low of nine percentage points on caused/led to others to a high of 17 percentage points on tied in with others.

Table 9-7. This table looks at perceptual embeddedness in terms of how difficult respondents thought it was to get to the heart of their situations and what particular perspective they needed for understanding their situations.

* Most respondents found it hard to perceive the situation: 61% thought it hard as opposed to 39% who thought it easy.

* More respondents considered it necessary to take both perspectives (stand back and get up close) in order to perceive their situations than taking just one of these perspectives. The second most preferred perspective was getting up close. The percentages were: 39.8% both, 33.1% getting up close, 22.6% standing back, and 4.6% neither.

Table 9-8. This table looks at perceptual embeddedness in resolved versus unresolved situations.

* Unresolved situations were harder to perceive than resolved situations: 66.8% of respondents with unresolved situations considered it hard to get at the heart of the situation compared to 48.8% of respondents in resolved situations.

* There seemed to be a tendency for unresolved situations to require more standing back than resolved situations. However, the difference was not large; 24.4% in unresolved versus 18.7% in resolved situations.

- * Respondents with resolved situations were more inclined to say that neither of the perspectives, standing back or getting up close was useful in understanding the situation than respondents with unresolved situations; 8.0% for resolved versus 3.0% for unresolved situations.

Table 9-9. This table looks at perceptual embeddedness across decision, problem, worry, and comprehending index states.

- * Generally, situations that were classified as being in one of the DPWC index states were considered harder to get at the heart of than all situations. The range for the DPWC situations was 65.5% to 73.5% compared to 61.0% for all situations. This can only be explained by inference at this point. It may be that situations which respondents saw as fitting into one of the DPWC states were more complex than those that were not seen as fitting into one of the states.

- * Of situations in the DPWC index states, problems were considered the hardest (73.5%) to get at the heart of with decisions being least hard (65.5%). There was a difference of nine percentage points between these extremes with the worry and comprehending situations falling in between (70.8% and 69.9% respectively).

- * The biggest difference (ten percentage points) occurred on respondent assessments of the need to get up close. While 33.1% of all situations required this perspective, only 27.8% of decision situations did compared to 37.2% of comprehending situations. Problems and worries fell in between at 30.2% and 32.0% respectively.

- * The second largest difference (seven percentage points) occurred on assessments of the need to stand back. While 22.6% of all situations required this perspective, only 19.8% of the problems and 18.2% of the comprehending situations were seen as needing a "standing back" perspective compared to 24.3% of the decisions and 25.2% of the worries.

- * The highest percentage of all situatons was seen as requiring "both" perspectives. Decisions and worries were seen as requiring more "standing back" than other states. Comprehending situations required more "getting up close".

Conclusion and implications

The basic purpose of this chapter is to determine the potential utility of the notion of embeddedness as a situation descriptor. Comparisons of embeddedness across situation resolution state and client perceptions of how they are moving were done to amplify this beginning understanding of the notion of embeddedness and to suggest fruitful areas for future attention.

- * The only embeddedness that did not seem to distinguish between resolution state and DPWC index states was social embeddedness. The other embeddedness variables --situational and perceptual--showed differences. This generally suggests that the embeddedness construct is potentially useful as a situation descriptor.

- * Unresolved situations were both more situationally embedded and more perceptually embedded. They were harder to get at the heart of as well as more connected to other situations or events. The reason for this can not really be pinpointed in this study. Several possibilities suggest themselves. It might be that early situation stages are more likely to be seen as more embedded and less clear, and then as progress is made toward resolution, some of the embeddedness drops away and the situation becomes clearer. Or, it might be that many unresolved situations are "unresolvable" and because of their unresolvability are seen as more embedded and thus harder to perceive.

- * Further support is offered for the utility of embeddedness as a notion in that both situation embeddedness and perceptual embeddedness vary across DPWC index states. Interestingly, the results are not as consistent as with resolution state.

- * Looking only at situational embeddedness, decision states were by far the most embedded while worry states were the least embedded. This finding alone suggests that embeddedness does not necessarily mean inability to move. Here, worry states, in which respondents said they lack control and were unable to do anything, were least situationally embedded.

* Looking at perceptual embeddedness, the finding reverses. Decision states were the least hard to get at the heart of, while states and worry states were the hardest to get at the heart of. This finding matches common sense. We would expect a respondent who found himself ready to make a decision now perceiving his situation as less perceptually embedded.

* Pitting the two finding above against each other, an interesting notion emerges. Decisions were more situationally connected but easier to get at the heart of. Worries were less situationally connected but harder to get at the heart of. This suggests that some degree of clarity or lack of ambiguity may need to be present for a respondent to describe his situation as embedded. It is possible that when in a worry state, the individual is unable to identify connections and therefore sees his situation as less embedded. The general lack of clarity of a worry state might also explain why it is seen as harder to get at the heart of while also being less embedded. Decision states, on the other hand, may be ones in which the respondent had been involved with long enough to have a clearer picture of connections and therefore through seeing the situation as embedded, it remains clear.

* Problem index states were hardest to get at the heart of as well as second highest in situational embeddedness. Here, again, is an indication of the usefulness of the construct--embeddedness. Problems are, by definition, situations that have connection to other events (i.e. obstacles stand in the way of a goal). It may well be that when an individual has decided on a direction, any obstacle standing in the way presents a degree of perceptual confusion.

* Finally, the fact that comprehending states were among the hardest to get at the heart of suggests that the "comprehending" approach may be one possible response to seeing situations as perceptually embedded.

* In sum, embeddedness varied in interesting ways showing different results depending on which of the states respondents were in -- whether resolved or unresolved; whether decision, problem, worry, or comprehending. This is, perhaps, the major conclusion to be drawn. Embeddedness appears to be a useful situational descriptor in the context of how the individual sees himself moving (i.e. through the DPWC states) as well as how the respondent sees his situation in terms of resolution state.

Table 9-1

Distribution of degree of social embeddedness (General Population Sample only).

DEGREE OF SOCIAL EMBEDDEDNESS	PERCENTAGE OF FOCAL SITUATIONS
No other human entities involved	21.0
One other human entity involved	38.1
Two other human entities involved	19.4
Three or more human entities involved	21.4
MEAN # ENTITIES	1.6
TOTAL FOCAL SITUATIONS	100.0[b] (n=252)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations. For this analysis, 15 cases were missing, yielding n=252 above.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 9-2

Comparison of the degree of social embeddedness in unresolved versus resolved situations (General Population Sample only).

DEGREE OF SOCIAL EMBEDDEDNESS	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
No other human entities involved	23.4	16.5	21.0
One other human entity involved	37.1	40.0	38.1
Two other human entities involved	22.2	14.1	19.4
Three or more human entities involved	17.4	29.4	21.4
MEAN # ENTITIES	1.5	1.8	1.6
TOTAL FOCAL SITUATIONS	100.0 (n=167)	100.0 (n=85)	100.0[b] (n=252)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population respondents, 267 had focal situations of which 252 were coded on "degree of social embeddedness."

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of the data set out in Table 9-1 showing the distribution across all focal situations whether resolved or unresolved.

Table 9-3

Comparison of the degree of social embeddedness in situations across decision, problem, worry, and comprehending index states (General Population Sample only).

DEGREE OF SOCIAL EMBEDDEDNESS	PERCENTAGE OF FOCAL SITUATIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
No other human entities involved	18.4	18.3	23.2	19.2	21.0
One other human entity involved	37.7	33.9	37.5	36.8	38.1
Two other human entities involved	18.4	22.0	20.5	19.2	19.4
Three or more human entities	25.4	25.7	18.8	24.8	21.4
MEAN # ENTITIES	1.8	1.7	1.4	1.6	1.6
TOTAL FOCAL SITUATIONS	100.0 (n=114)	100.0 (n=109)	100.0 (n=112)	100.0 (n=125)	100.0[b] (n=252)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations, 252 of which were coded on "degree of social embeddedness." The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these ns and the total ns above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 9-1, showing the distribution of all focal situations regardless of DPWC index state.

Table 9-4

Distribution of types of situation embeddedness (General Population Sample only).

TYPES OF SITUATION CONNECTIONS	PERCENTAGE OF FOCAL SITUATIONS
Was the focal situation one which was ...	
Tied in with other situations?	
No (independent)	44.9
Yes (tied in with others)	55.1
	100.0[b] (n=265)[a]
One which grew out of other situations?	
No (cropped up)	43.1
Yes (grew out of others)	56.9
	100.0[b] (n=262)[a]
One which caused or led to other situations?	
No (no future impacts)	31.5
Yes (future impacts)	68.5
	100.0[b] (n=260)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. Discrepancies between this n and those above are due to missing data.

[b] The sub-table reads vertically, with percentages summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 9-5

Comparison of types of situation embeddedness in unresolved versus resolved situations (General Population Sample only).

TYPES OF SITUATION CONNECTIONS	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
Was the focal situation one which was ...			
Tied in with other situations?			
No (independent)	43.8	47.1	44.9
Yes (tied in with others)	56.2	52.9	55.1
	100.0 (n=178)	100.0 (n=87)	100.0[b] (n=265)[a]
One which grew out of other situations?			
No (cropped up)	38.3	52.9	43.1
Yes (grew out of others)	61.7	47.1	56.9
	100.0 (n=175)	100.0 (n=87)	100.0[b] (n=262)[a]
One which caused or led to other situations?			
No (no future impacts)	28.8	37.3	31.5
Yes (future impacts)	71.2	62.7	68.5
	100.0 (n=177)	100.0 (n=83)	100.0[b] (n=260)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population respondents, 267 had focal situations. Discrepancies between this n and the 265/262/260 listed above for "all situations" are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of the data set out in Table 9-4, showing the distribution across all focal situations whether resolved or unresolved.

Table 9-6

Comparison of types of situation embeddedness across decision, problem, worry, and comprehending index states (General Population Sample only).

TYPES OF SITUATION CONNECTIONS	PERCENTAGE OF FOCAL SITUATIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Was the focal situation one which was...					
Tied in with other situations?					
No (independent)	32.5	38.9	50.0	44.7	44.9
Yes (tied in with others)	67.5	61.1	50.0	55.3	55.1
	100.0 (n=120)	100.0 (n=113)	100.0 (n=120)	100.0 (n=132)	100.0[b] (n=265)[a]
One which grew out of other situations?					
No(cropped up)	37.8	41.4	49.6	44.4	43.1
Yes (grew out of others)	62.2	58.6	50.4	55.6	56.9
	100.0 (n=119)	100.0 (n=111)	100.0 (n=117)	100.0 (n=133)	100.0[b] (n=262)[a]
One which caused or led to other situations?					
No (no future impacts)	22.9	28.2	31.9	29.0	31.5
Yes (future impacts)	77.1	71.8	68.1	71.0	68.5
	100.0 (n=118)	100.0 (n=110)	100.0 (n=116)	100.0 (n=131)	100.0[b] (n=260)[a]

[a] The unit of analysis for this set of sub-tables is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these total ns and those in the tables above are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data in Table 9-4, showing the distribution of all focal situations regardless of DPWC index state.

Table 9-7

Distribution of types of perceptual embeddedness (General Population Sample only).

TYPES OF PERCEPTUAL EMBEDDEDNESS	PERCENTAGE OF FOCAL SITUATIONS
Was the focal situation easy or hard to get at the heart of?	
Easy	39.0
Hard (or both)[c]	61.0
	100.0[b]
	(n=264)[a]
In order to understand the focal situation did you have to step back, get up close, or do both?	
Stand back	22.6
Get up close	33.1
Both	39.8
Neither	4.6
	100.0[b]
	(n=239)[a]

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. Discrepancies between this n and those above are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] Only 1.9% of all focal situations were identified as "both" so the category was collapsed.

Table 9-8

Comparison of types of perceptual embeddedness in unresolved versus resolved situations (General Population Sample only).

TYPES OF PERCEPTUAL EMBEDDEDNESS	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
Was the focal situation easy or hard to get at the heart of?			
Easy	33.1	51.2	39.0
Hard (or both)[d]	66.8	48.8	61.0
	100.0 (n=178)	100.0 (n=86)	100.0[b] (n=264)[a]
In order to understand the focal situation, did you have to step back, get up close, or do both?			
Stand back	24.4	18.7	22.6
Get up close	32.3	34.7	33.1
Both	40.2	38.7	39.8
Neither	3.0	8.0	4.6
	100.0 (n=164)	100.0 (n=75)	100.0[b] (n=239)[a]

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[a] The unit of analysis for this table is the focal situation. Of 300 General Population respondents, 267 had focal situations. Discrepancies between this n and the 264/239 listed above for "all situations" are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of the data set out in Table 9-7, showing the distribution across all focal situations whether resolved or unresolved.

[d] Only 1.9% of all focal situations were identified as "both," so the category was collapsed.

Table 9-9

Comparison of types of perceptual embeddedness across decision, problem, worry, and comprehending index states (General Population Sample only).

TYPES OF PERCEPTUAL EMBEDDEDNESS	PERCENTAGE OF FOCAL SITUATIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Was the focal situation easy or hard to get at the heart of?					
Easy	34.5	26.6	29.2	30.1	39.0
Hard (or both)[d]	65.5	73.5	70.8	69.9	61.0
	100.0	100.0	100.0	100.0	100.0[b]
	(n=119)	(n=113)	(n=120)	(n=133)	(n=264)
In order to understand the focal situation, did you have to step back, get up close, or do both?					
Stand back	24.3	19.8	25.2	18.2	22.6
Get up close	27.8	30.2	32.0	37.2	33.1
Both	40.9	44.3	39.8	41.3	39.8
Neither	7.0	5.7	2.9	3.3	4.6
	100.0	100.0	100.0	100.0	100.0[b]
	(n=115)	(n=106)	(n=103)	(n=121)	(n=239)[a]

[a] The unit of analysis for this set of sub-tables is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these total ns and those in the tables above are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data in Table 9-7, showing the distribution of all focal situations regardless of DPWC state.

[d] Only 1.9% of all focal situations were identified as "both," so the category was collapsed.

CHAPTER X

TACTICS FOR SITUATION FACING

Purpose

The perspective of this chapter is that of an individual moving through his situation. Here, the sequence of coping methods employed are of primary interest. What was the respondent paying attention to? How did he cope? What tactics did he use for facing the situation? Why did he use these tactics?

In short, then, this chapter looks at the "how" and "why" of moving through situations. How did respondents move? Why did they move the way they did? The "how" emphasis looks primarily at behaviors for coping, called tactics. The "why" emphasis looks primarily at the reasons for using different tactics -- the utilities or functions of tactic use.

Both of these emphases -- the "how" and the "why" -- are important within the context of potential information practitioner-client interactions. One of the main premises of this study is that "information," as such, is rarely the end product for an individual, despite the fact that it may well be the end product for the information practitioner. Thus, while the practitioner may be interested in "information retrieval" or "information delivery," the client is interested in coping with his situation.

It is assumed that "how" a person copes with a situation depends on how he sees his situation and where he sees himself going. For example, we would expect that a person who sees himself in a decision situation would use a set of tactics different from a person who sees himself in a worry situation. It is also assumed that tactic use has intent and reason (i.e. that when an individual uses a coping tactic he expects it to have some kind of utility in his coping process). These tactic utilities are, in a sense, the individual's end product. Does the individual want to solve a problem? make a decision?

get reassurance? calm down? get social support? Each of these can be seen as a kind of functional unit or utility.

Most past research on "information needs" has assumed[1] that people ought to use one particular situation coping tactic -- information use. Most of these studies have also assumed that people are moving mostly through decision situations, and therefore their intent for "information use" is to "make a decision."

However, one major purpose of this study is to take the broader perspective possible when these assumptions are cast aside. While past research[2] has often bemoaned the fact that very few citizens use formal information systems in the process of facing everyday situations, this chapter focuses on how people inform themselves by using a variety of coping tactics. These coping tactics, then, are seen as a beginning attempt to look at INFORMATION_3 (as defined in Chapter II) or the procedures by which people inform themselves. In addition, while past research has focused primarily on the use of objective information (INFORMATION_1) for the purpose of good decision making, this chapter focuses instead on the use of coping tactics for a variety of intents.

Variables in this chapter

Focus variables: In this chapter, there are seven focus variables. These are:

* Number of time line steps. This variable simply counts the coder-determined number of distinct events or steps, ordered on the dimension of time, that were contained in the respondent's "time line" description of his focal situation. (See variable 16 in Table [illegible]-1.)

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[1] It should be noted that these assumptions were essentially sins of ommission, not commission. The assumptions have pervaded not only research on "information needs," but also research in the fields of communication and social psychology. See Chapter II for more details on past research.

[2] See, in particular, Zweizig and Dervin 1976, for a review of these studies.

* Orientational state. This variable taps what the respondent was paying attention to as he moved through his time line. Each step of the time line was coded on whether the respondent was paying attention to the internal states of self or others, the external states of self or others, or conditions of non-observing entities. (See variable 17 in Table 5-1.)

* Direction of movement. This variable looks at whether the respondent described himself as actor (i.e. the person doing the moving), as recipient, or as observer as he moved through his time line. (See variable 18 in Table 5-1.)

* Tactic analysis. This variable qualitatively describes the behaviors by which respondents "informed" themselves or made sense out of their situations. The coding is organized around five categories of tactics designed to describe fundamental controlling behaviors -- pointing, connecting to sources, stopping, continuing, and repeating. The tactic analysis was applied to each step of the respondent's "time line" description of his focal situation. Both major tactic categories and tactic sub-categories were used in this chapter. (See variable 19 in Table 5-1).

* Tactic use index items. This variable taps different approaches to "making sense" in a series of 13 dichotomous "yes/no" closed-ended questions. The respondents was asked if he "changed his view of the situation" or "complained to someone", etc. (See variable 21 in Table 12-1.)

* Helpfulness of tactics. Respondents were asked whether things they did in their focal situations helped or did not help. The result yielded a dichotomous yes/no variable. For this chapter, the helpfulness analysis was applied to the tactic use index items which respondents reported they used. (See variable 23 in Table 5-1.)

* Utilities of tactics. Regardless of the answer given in terms of helpfulness (see variable 21 cited above), each respondent was asked how each tactic index item which he reported using helped him in moving through his focal situation or why it was not helpful. The analysis focuses on the functional unit of the tactic index items as seen by the respondent. Was a tactic helpful because it helped him make progress? plan? understand? control self? For the purposes of this chapter, the analysis was applied to respondent reports of the tactic index items they used in moving through their focal situations. (See variable 23 in Table 5-1.)

Comparison variables. Three comparison variables in this chapter amplify the portrait derived from the focus variables. These are:

- Initial resolution state. This variable taps the respondent's perception of the resolution state (unresolved or resolved) of his situation at the point of initial articulation. The purpose is to see whether there is a difference in tactic use between unresolved and resolved situations. (See Chapter III for a full discussion of resolution state.) Basically, the variable taps whether the respondent saw his situation as done or not done. Intertwined in the concept are dimensions of time (was the situation around long enough to be resolved?) and resolvability (was the situation resolvable or problematic?) (See variable 4 in Table 5-1.)

- Decision, problem, worry, and comprehending index states (DPWC). This variable taps how respondents say themselves in their situations. (See Chapters III and VIII for full discussion.) Basically, the variable taps the extent to which respondents saw their situations as decisions (where a choice was needed between two or more alternatives); problems (where a goal was known but an obstacle stood in the way); worries (where nothing could be done and where control was lacking); or comprehending situations (where the respondent wanted the facts or wanted to understand what was going on). Strictly speaking, there are four variables since each situation could have potentially fallen into none or one to four of the index states. There was, in fact, about 50% overlap. (See Chapter VIII.) Comparisons will be made across the DPWC states on the focus variables listed aobve. Because of the overlap in DPWC states, however, these comparisons should be seen as conservative indications of the potential differences that exist. (See variable 11 in Table 5-1.)

- Time line third. This variable locates the time position of each time line step in terms of how far the step was "into" the situation: was the step one-third of the way in; two-thirds of the way; or three-thirds. The purpose here was to allow a beginning analysis of the "time" dimension so central to the time line analysis. (See variable 20 in Table 5-1.)

Table 10-1. From the brief articulations named by respondents in Section I of the questionnaire, one situation was chosen per respondent for in-depth analysis. This focal situation was described by the respondent on an extended "time line" (i.e. a time ordered series of events). This table looks at the number of time line steps in respondent time lines as determined by the coders. The units of analysis are the 267 focal situations identified

by the General Population sample.

* Situations averaged 7.0 time line steps across the respondents.

* The number of time line steps fell into a fairly even distribution, from a minimum of 0 steps to a maximum of 18 steps.

* Over 50% of the time line descriptions were between 3 and 9 steps in length.

Table 10-2. As an individual moves through his situation, his attention may shift from one focus to another over time. The purpose of this table is to tap the focus of the respondent's attention as he moved through time. The focus of each time line step was coded from the point of view of the respondent into one of five orientational states:

1) The external states of self -- e.g. what is happening to me, what I am doing.

2) The internal states of self -- e.g. my thoughts, my emotions, my feelings.

3) The external states of others -- e.g. what is happening to him, what he (they) is/are doing.

4) The internal states of others -- e.g. his (their) thoughts, emotions, feelings.

This table looks at the frequency of orientational states in time line articulations. The units of analysis are the 2108 time line steps articulated by the General Population sample in Section II of the questionnaire.

* Respondents focused most often on events or actions (external states) of themselves and others. 72.5% of all time line steps were oriented toward external states, while only 13.4% were oriented toward the internal states of self and others.

* Respondents were oriented toward themselves in the majority of time line steps. 54.6% of the time line steps were self-oriented, while 31.3% were oriented toward other human beings or collectivities.

* When respondents were talking about themselves, they tended to focus on external states (events or actions) (44.1%) more often than on their own thoughts or feelings (10.5%).

- * When respondents did focus on feelings or thoughts, they looked at their own internal states (10.5%) in more of the time line steps than at the internal states of others (2.9%).

- * Attention toward things or conditions was less frequent than either attention toward self or toward other humans. Only 14.2% of the time line steps were oriented toward non-observing entities.

Table 10-3. One way of seeing how respondents moved through their focal situations is to look at the direction of movement on each of the time line steps. At any point of time, the respondent could describe himself as an actor (i.e. the person doing the moving), as a recipient of someone's actions, or as an observer (i.e. where he neither acts nor is the recipient of another's actions but is more of a reporter of events or observations). This table looks at the frequency of each of the types of direction of movement in the time line steps. The units of analysis are the same as for Table 10-2.

- * In almost 60% of the time line steps, respondents did not describe themselves as actors.

- * Respondents saw themselves as actors more (in 40.3% of the steps) than as recipients (29.9%) of others' movements.

- * Respondents saw themselves moving as observers (29.8% of the time line steps) nearly as often as they saw themselves as recipients (29.9%).

Table 10-4. Each step of the time line represents a distinct event in the respondent's movement through his focal situation. One way to look at how respondents moved through their situations is to describe each event or step in terms of the "behaviors" or "tactics" the respondent was using at the time. The tactics coding scheme (see CA scheme 22 in Appendix E) that was used for the analysis of these behaviors was divided into five major categories: 1) Pointing/directing; 2) Connecting to sources; 3) Stopping; 4) Continuing/agreeing/giving in; 5) Repeating. These behaviors are subdivided into two situation types--respondent as actor and respondent as recipient. For example, a respondent could be pointing/directing (R as

actor) or someone could be pointing or directing him (R as recipient). Because the respondent was not always focusing on himself in the articulations, three additional categories were added to the scheme: Respondent as provider for other, Respondent as resource for other, and Respondent as observer. In all, there were 13 major tactic categories. This table looks at the major categories of "behaviors" respondents used in moving through their focal situations. The units of analysis are the same as for Table 10-2.

- * Pointing/directing was the type of "behavior" most often applied. In 29.5% of the time line steps, respondents were themselves pointing or directing (21.0%) or they were being pointed or directed by someone or others (8.5%).
- * Stopping behaviors were the next most often engaged in by respondents (24.8% of the time line steps). Most of these were getting stopped (17.0%). Only 7.8% were R stopping self.
- * Respondents described themselves as connecting to sources (7.6%) in three times as many steps as receiving connection from sources (2.5%).
- * Some major types of behavior were rarely engaged in by respondents. Three categories were used by respondents in fewer than 1% of the time line steps: R as actor-repeating; R being agreed with; and R as resource.

Table 10-5. The 13 major tactic categories were further subdivided into 101 sub-categories. These sub-categories served to further specify the type of behaviors used. For example, one sub-category of "R AS ACTOR: Pointing/directing" was "R generally doing something." (See CA scheme 22 in Appendix E for further discussion of the tactic analysis). This table looks at the frequency of the sub-categories of "behaviors" respondents used in moving through their focal situations. The units of analysis are the same as for Table 10-2.

- * Respondents behaved in a variety of ways in moving through their situations. While most specific types of behaviors were used in fewer than 2% of the time line steps, only eight sub-categories were used to describe respondents' behaviors in more than 3% of the time line steps.

- Of the pointing/directing behaviors coded, respondents were most likely to be directing their own behavior as actors (7.9%) or to be receiving specified information as recipients (3.6%).

- When respondents were actively connecting to sources, they most often (4.5% of the time line steps) were contacting formal sources.

- Respondents stopped themselves in a variety of ways. However, when respondents were being stopped by others, they were most often stopped by incomplete, bad resource/service delivery (4.2%) or by medical/physical impairments (3.6% of the time line steps).

- Respondents behaved as observers in three ways tapped by the coding scheme. In 11.4% of the time line steps, respondents were observing other human entities; in 7.2% of the time line steps they were observing one or more non-human entities; and in 6.0% they were observing the relationship between two or more human entities.

- Some traditional assumptions are not supported by the data. In only 1.5% of the time line steps were respondents involved in making a decision.

- Only 7.2% of all time line steps involved needing, receiving, finding or providing information.

- Only 0.2% of the time line steps involved respondents using or planning to use the mass media in their focal situations.

- There was not a single mention of needing to use, planning to use, or using a library.

- Coders were unable to code behaviors into the sub-categories for only 0.4% of the time line steps.

Table 10-6. This table compares the number of time line steps coded for unresolved versus resolved focal situations. The units of analysis are the 267 focal situations identified by the General Population sample in Section II of the questionnaire.

- Resolved situations were generally a little longer than unresolved situations. Resolved situations averaged 8.0 steps or distinct events while unresolved situations averaged 6.8 steps.

Table 10-7. Orientational states were discussed in Table 10-2. This table compares the frequency of orientational states in unresolved versus

resolved situations. The units of analysis for this table are the 2108 time line steps articulated by the General Population sample in Section II of the questionnaire.

- Respondents in resolved situations were more likely to focus on the external states of others (34.6%) than in unresolved situations (25.3%). In contrast, respondents in unresolved situations were more likely to focus on the external states of self (46.7%) than in resolved situations (38.9%).

- Generally, respondents in resolved situations were more oriented to others (37.2%) than those in unresolved situations (28.4%). In contrast, respondents in resolved situations were less oriented to self (50.1%) than in unresolved situations (56.8%).

Table 10-8. The direction of a respondent's movement at any given point on the time line was described as one of three types: respondent as actor, respondent as recipient, and respondent as observer (See Table 10-3). This table compares the direction of respondents movement through the time line in unresolved versus resolved situations. The units of analysis are the same as for Table 10-7.

- The largest difference in direction of movement for unresolved versus resolved situations was for R as observer. Respondents in resolved situations described themselves as observers more often (33.4% of resolved time line steps) than respondents in unresolved situations (28.0% of unresolved time line steps).

- Respondents in resolved situations tended to be coded less frequently as actors than respondents in unresolved situations (37.0% versus 41.9%).

- There was very little difference in the frequency with which respondents in resolved and unresolved situations saw themselves as recipients (29.5% versus 30.1%).

Table 10-9. Table 10-4 looked at the major types of behaviors (i.e. the major tactic categories) that respondents used at each time line step. This table compares the use of major tactics by respondents as they moved through unresolved versus resolved situations. The units of analysis are

the same as for Table 10-7.

- Generally, the behaviors or tactics respondents used in moving through their focal situations were not very different for unresolved versus resolved situations. There were, however, several notable differences.

- Respondents in unresolved situations used pointing/directing tactics as actors more than did respondents in resolved situations (22.8% versus 17.6% respectively).

- In contrast, respondents in resolved situations were the recipients of someone else's pointing/directing slightly more often than were respondents in unresolved situations (11.0% versus 7.3%).

- As recipients of others' behaviors, respondents in unresolved situations tended more often to get stopped than did respondents moving through resolved situations (18.5% versus 14.1%).

Table 10-10. This table looks at the number of time line steps in each of the four DPWC index states -- decision, problem, worry, and comprehending states. The units of analysis are the 267 focal situations named by the General Population sample for in-depth analysis in Section II of the questionnaire.

- The average number of time line steps in each of the DPWC states is 8.0 or more, as compared to an average of only 7.0 time line steps for all focal situations. Not all focal situations were codeable into one or more of the DPWC states. It seems probable that respondents with longer time lines also had more to say about their situations, thus increasing the probability that their situations would fall into one of the DPWC index states.

- Focal situations coded as decisions tended to have the most time line steps, an average of 8.5 steps per situations. Nearly half (47.5%) of the situations coded as decisions were longer than 8 steps.

- More than 45% of situations coded as both problem and comprehending states were longer than 8 steps.

- 47.5% of the focal situations coded as worry states were no longer than 6 steps, as compared to 34.3% for decision states, 38.1% for problem states, and 33.6% for comprehending states.

Table 10-11. The purpose of this table is to see how a respondent focused his attention (orientational state) in decision, problem, worry,

and comprehending states. The units of analysis are the same as for Table 10-10.

- Generally, resondents in each of the four DPWC states were oriented in similar ways.
- The greatest difference in orientation across the four DPWC states was in orientation toward the external states of others. Attention toward the actions of others was least frequent in decision states (24.1%), followed by worry (30.7%), comprehending (30.0%), and problem (29.2%).
- The above finding was mainly accounted for by the fact that respondents in decision states focused more attention on self (56.9%) than those in the other index states (roughly 53% each).

Table 10-12. This table compares the direction of movement of respondents as they moved through the time lines across decision, problem, worry, or comprehending states. The units of analysis are the same as for Table 10-10.

- Respondents in decision states were the most likely to say that they moved as actors (43.2%). Next came the comprehending states (40.2%), followed by problems (38.9%) and worries (36.3%).
- In contrast, the problem and worry states showed more respondent-as-recipient steps (33.4% and 33.1%), as compared with decision and comprehending states (26.4% and 29.0%).
- Respondents in problem states were the least likely to say they behaved as observers (27.6%), compared to about 30% for each of the other index states.

Table 10-13. This table looks at the use of major tactics in decision, problem, worry, and comprehending states. The units of analysis are the same as in Table 10-10.

- The greatest differences in tactic use across the four index states occurred in pointing/directing and stopping behaviors.
- In terms of active pointing/directing, respondents in decision states were more likely to report use of this tactic (23.0%), as compared with other states: comprehending, 20.2%; problem, 19.5%; worry, 18.4%
- In contrast, respondents in problem and worry states were more likely to report getting stopped (20.4% and 21.0%), as

compared with decisions and comprehending situations (15.8% and 14.5%).

- Respondents in comprehending situations were more likely to report that they connected to sources (9.1%, compared to a range of 6.8% to 7.3% for the other states). In addition, respondents in comprehending situations were also more likely to report that they were recipients of pointing/directing. For comprehending states, the reports were 10.1%, as compared with 8.5% for both problem and worry states and 6.2% for decisions.

Table 10-14. In this table, orientational state or focus of attention is analyzed in terms of how it changes as the respondent articulates his situation over time. Each time line is divided into thirds, and the orientational states are examined for each third of the time line. This table compares orientational states of respondents across time line thirds. The units of analysis for this table are the 2108 time line steps identified by the General Population sample in Section II of the questionnaire.

- Essentially, there were few differences in orientation across time. The greatest differences in orientation occurred in the self versus other observing entity distinction.

- Respondents were somewhat more oriented toward themselves in the final third of the time line (58.1%) than in either the beginning or the intermediate portions (53.1% and 52.0%).

- The reverse of that tendency occurred in the orientation of respondents to other human beings. Respondents tended to focus less on other human beings as they moved through their time lines. In the first third of the time line, 33.4% of the steps were oriented toward other human beings; 32.8%, in the second third; and 28.3%, in the final third.

Table 10-15. Three types of direction of movement of the respondent were discussed in Table 10-3, but the concern of this table is to look at how the direction of movement may change through time (seen as time line thirds). This table compares the direction of movement of respondents across the time line thirds. The units of analysis are the same as for Table 10-14.

- The greatest differences observed were those in which the respondent described himself as an actor.

* In the final or third portion of the time line, respondents described themselves more often as actors (43.9%) than in the other two portions of the time line (38.4% and 37.9%).

* Much of the above difference was accounted for by the fact that respondents were less likely to report themselves as observers in the final third of their time lines (27.8%). In fact, the observer stance decreased from 32.0% in the first third to 30.2% in the second third to 27.8% in the final third.

* Differences in the frequency with which respondents reported themselves as recipients were small. The greates mention was in the second third of the time line (31.9%). The first third was 29.6%; the final third was 28.3%.

Table 10-16. This table compares the use of the major tactic categories across the time line thirds. The units of analysis are the same as for Table 10-14.

* As indicated in the preceding table, the active stance of tactic use increased as the situations progressed.

* As indicated above, the active stance of tactic use generally increased as the time line progressed. Most notable differences were found in connecting to sources, which increased linearly from 6.3% to 8.4%; active stopping, which increased from 5.1% to 9.1%; and continuing/agreeing, which increased from 1.8% to 5.3%.

* There were two exceptions to the above finding. Active repeating remained essentially constant across the time line steps. In addition, active pointing/directing was highest in the first third (24.6%), took a drop to a low in the second third (18.5%) and rose again slightly in the final third (20.6%).

* Recipient tactics remained basically the same in frequency across the time line thirds, with two exceptions. Respondents reported a linear drop in receipt of connections, from 3.2% to 1.7%. In addition, although respondents in the first third reported that 7.2% of their tactics were being pointed/directed, this rose to 10.3% in the second third, then dropped to 7.9% in the final third.

Table 10-17. All of the preceding tables have been based on analyses of the extended time line articulations of focal situations. Thus, the tactic analyses were based on the application of a content analysis scheme in which an observer (i.e. a coder) judged which tactics the respondent had reported. In contrast, the remaining tables in this chapter are based on

a series of 13 closed-ended items in which respondents indicated which tactics they used at some point of time in their focal situations. This table looks at the frequency of use of these tactic use items. The units of analysis are the 267 General Population sample focal situations.

- Generally, all 13 tactics showed fairly substantial use. Percentages range from a low of 30.7% for changed view of situation to a high of 80.5% for talked to someone.

- Of the five items which reached levels of 60% or more, three involved some kind of contact with another person. The five most frequently used tactics were: talk to someone, 80.5%; spend time thinking, 76.4%; find someone who agreed with you, 75.3%; complain to someone, 60.3%; and get emotional or angry, 60.3%.

- The three least frequently used tactics were: try out a possible solution, 39.0%; eliminate an approach, 32.2%; and, changed view of situation, 30.7%.

Table 10-18 and Table 10-19. The purpose of these two tables is to begin to paint a picture of how the various tactics group together into strategies or general approaches to situations. Generally, there are two reasons why we might expect groups of tactics to be used more frequently together in a given situation. The first reason is measurement overlap, in that two tactics really are measuring the same behavior. For example, the tactic "complain to someone" can only happen when one has "talked to someone." Another reason for two or more tactics to hang together is that different behaviors are both instances of the same general approach to a given situation. For example, one would expect cognitive tactics (e.g. spend time thinking, change view of situation) to occur together. Also, one expects decisioning tactics (e.g. eliminate an approach, try out possible solution) to occur together. Hence, the purpose of these two tables is to look precisely at the question: What tactics seem to "hang together" or occur more frequently together? Table 10-18 presents a factor analysis of the 13 tactics. The factor analysis is an attempt to pinpoint strategies or general approaches. Briefly, the factor analysis looks at the correlation among variables (in this case tactics) and pulls out independent dimensions of tactical use. Since the factor analysis is derived from the correlation matrix, the results below focus on the factor analysis. The units of analysis are the same as for Table 10 - 17.

- Results generally showed that the 13 tactics grouped into five independent approaches or strategies. These were: 1) an interpersonal approach; 2) a decisioning approach; 3) a cognitive approach; 4) a get-someone-to-help approach; and 5) an emotional approach.

- Each of these approaches was quite independent of the other, as indicated by the "factor purities" of the tactics. On the average, 81% of the explained variance in a tactic was accounted for on its "best" factor (i.e. the factor on which it loaded highest, yielding the factor definitions given above).

- The factor that accounted for the most variance (24.6%) is the interpersonal factor, with these tactics: complain to someone, find someone who agreed, and talk to someone. These three tactics had factor loadings of +.66 or above on the first factor.

- The next strongest factor was the decisioning factor (11.6% of the variance), with these tactics: compare at least two alternatives, eliminate an approach, and try out possible solutions. These tactics all had loadings of +.66 or above on the second factor. A fourth tactic -- change view of situation -- also had a fairly substantial loading (+.38) on this factor, suggesting that decisioning as a general approach tends to overlap the cognitive tactic of changing view.

- The third strongest factor was the cognitive factor (10.0% of the variance). The three tactics on this factor were: read something relating to, spend time thinking, change view of situation. These tactics had the lowest average factor purity scores of all the tactics. Only four variables out of the entire 13 had factor purities below 80%, and two of these were cognitive tactics. One of these -- spend time thinking -- had a factor loading of +.49 on the cognitive factor, +.28 on the interpersonal factor, and +.31 on the worrying factor. This tactic, then, seemed to have relevance to several approaches. A second cognitive tactic -- change view of situation -- had a loading of +.61 on the cognitive factor and +.38 on the decisioning factor as noted above. The third cognitive factor -- read something relating to -- had a fairly pure (83.0%) loading of +.73 on the third factor.

- The fourth strongest factor (8.7% of the variance) was the "get-someone-to-help" approach, with two tactics: ask someone what to do and get outside help. These tactics had loadings on the fourth factor of +.74 or above.

- The fifth strongest factor (8.1% of the variance) was the emotional factor, with two tactics: put situation out of mind and get emotional or angry. It is important to note that the first tactic had a -.72 loading, while the second had a +.66 loading. The behaviors that "hang together," then, were "don't put the situation out of mind" and "do get emotional or angry."

Table 10-20. This table compares the frequency of tactic use index items in unresolved versus resolved focal situations. The units of analysis are the same as for Table 10-17.

- Respondents in both unresolved and resolved situations used a variety of tactics. In all, seven tactics showed differences greater than 8 percentage points.

- Five of these tactics were more frequently used by respondents in unresolved situations. These were: complain to someone (63.7% versus 54.0%); find someone who agreed with you (78.7% versus 70.1%); get emotional or angry (63.7% versus 54.0%); talk to someone (85.4% versus 73.3%); and, ask someone what to do (48.0% versus 34.9%).

- The two items which were more frequently used by respondents in resolved situations were: read something relating to (54.9% versus 46.4%) and eliminate an approach (40.0% versus 29.4%).

- In sum, then, respondents in unresolved situations reported more use of interpersonal and emotional tactics, while respondents in resolved situations reported more use of one cognitive tactic and one decisioning tactic.

Table 10-21. This table compares the frequency of tactic use index items by respondents across the decision, problem, worry, and comprehending index states. The units of analysis are the same as for Table 10-17.

* Overall, each of the DPWC index items showed a wide diversity of tactic use. The minimum average use across the 13 tactics was 50.3%; the maximum use was 60.1%. The index state which showed the least use was worry; the most, decision. Problem and comprehending states both showed an average tactic use of about 56%.

* In all, 10 of the tactics showed differences greater than 10%, from the lowest percentage in a state to the highest. All the rest showed differences of 4% or less. The three showing virtually no difference were: find someone who agreed with you, read something relating, and talk to someone.

* Most of the differences were accounted for by the fact that respondents in decision states showed considerably higher usage of four tactics. For these four tactics, decision states showed usage 6% or higher than any other state. The four tactics, with their percentage of use in decision states compared to that in the next highest state, were: put situation out of mind (52.1% in decision states compared to 46.2% in comprehending states); spend time thinking (87.3% in decision states compared to 79.6% in problem states); eliminate an approach (47.9% in decision states compared to 35.9% in comprehending states); and, compare at least two alternatives (65.5% in decision states compared to 51.3% in problem states). In sum, the decision states were much more likely than any other of the index states to show usage of two cognitive tactics and two decisioning tactics.

* In contrast at the other extreme, worry situations showed the lowest usage of not only all tactics but, in particular, those tactics used in the decision states. Of all the tactics, respondents in worry states were most likely to use the talk to someone tactic (80.8%) and the find someone who agreed with you (79.2%).

* The two tactics most used in the worry states were also most used in the problem states (84.1% for talk to someone, 82.1% for find someone who agreed with you). In addition, problem states showed comparatively the highest usage of ask someone what to do (52.5%).

* Comprehending states did not present a clear tactic use picture. Generally, they fell somewhere between decisions and problem-worries in their broad findings. They showed the second highest usage of the change view of situation tactic (33.8%); the put situation out of mind tactic (46.2%); the eliminate an approach tactic (35.9%); and the ask someone what to do tactic (51.1%). In addition, they showed the highest use of the get outside help tactic (54.2%). In contrast, they showed the lowest use, along with decision states, of the complain to someone tactic (63.6%) and the get emotional or angry tactic (62.9%).

Table 10-22. As important as the frequency of tactic use is the helpfulness of tactic use. This table switches the focus to helpfulness. The table looks at the frequency with which the different tactics were seen as helpful. The units of analysis are the same as for Table 10-17.

- The majority of the respondents who reported that they used a particular tactic said the tactics were helpful. On the average, 61.9% of the respondents reported that each tactic they used was helpful.

- While 12 of the tactics were judged helpful by 40% or more of the respondents who used them, one tactic was judged least helpful. Only 26.1% of the respondents said getting emotional and angry was helpful.

- The tactics most often used (see Table 10-17) were not always judged as the most helpful. Complaining to someone and getting emotional or angry, both among the top five in usage, were seen as the least helpful (41.6% and 26.1%).

- In contrast, the tactics least frequently used were often seen as more helpful. Most notable was the change view of situation tactic; it was lowest in usage but second highest in helpfulness (74.4%).

- The most helpful tactic of all was get outside help (76.2%). Other high ranking tactics (other than change view of situation) were: compare at least two approaches (71.4%); talk to someone (69.8%); find someone who agreed and ask someone what to do (67.2%). Thus, among the five most helpful tactics were three tactics dealing with seeking interpersonal contact, assistance, and support; one decisioning tactic; and one cognitive tactic.

- In contrast, the two least helpful tactics (cited above as complain to someone and get emotional and angry) included emotional tactics, one interpersonal and one intrapersonal.

Table 10-23. As important as the helpfulness of a tactic is how it helped or its utility. This table looks at the reasons why helpful tactics helped or did not help. The units of analysis are the same as for Table 10-17.

- Generally, respondents gave a wider variety of explanations for how helpful tactics helped than they gave for why non-helpful tactics didn't help.

- For the non-helpful tactics, mainly two reasons were given.

The most frequent (40.0% of all reasons) was that the tactic simply did not help. The second most frequent reason (37.0% of all reasons) was that the tactic did not help the respondent make progress toward resolution of his situation.

* For tactics which helped, however, the results showed that each tactic is differentiated from the others in terms of how it helped users.

* Three tactics -- changed view of the situation, read something relating, and spent time thinking -- all were considered helpful because they allowed respondents to get clarification and understanding of their situations. For these three tactics, this was by far the most often cited "utility" (45% or above). No other utility was above 18%.

* Two tactics were clearly most useful because they helped respondents control themselves (e.g. calm down, get self control). These two tactics -- get emotional or angry and put situation out of mind -- showed percentages for this utility of 52.4% and 74.1% respectively. For both tactics, no other utility was cited more than 17%.

* Two tactics were clearly most useful because they helped respondents get social support and confirmation. These two tactics -- found someone who agreed and talked to someone -- had citations of 64.2% and 43.3% respectively. No other utility had a mention above 15%.

* One tactic was clearly most useful because it helped the respondents make progress. The tactic -- tried out possible solution -- was cited 48.2% for make progress toward a resolution. This tactic also received fairly substantial mention (22.4%)for helping respondents in planning.

* The rest of the tactics showed greater diversity in their utilities. Complain to someone was cited for both making progress and getting social support (26.8% and 23.9%). Eliminated an approach and compared two or more alternatives were both cited for making progress (30.7% and 23.4%) along with helping in planning (23.1% and 27.9%) and just because they helped (28.8% and 19.8%). Get outside help was cited for making progress (28.5%) and just because it helped (16.8%). Finally, asked someone what to do was cited for making progress (25.1%), along with clarifying reasons (22.2%), and getting social support (27.6%).

* In sum, the helpfulness of tactics had both variety and specificity. Cognitive tactics (e.g. changed view of situation, read something relating, spent time thinking) were most helpful because they helped respondents clarify and understand.

The one emotional tactic and putting the situation out of mind helped because they let the respondents achieve self control. Interpersonal contact tactics (e.g. found someone who agreed and talked to someone) were most helpful because they brought social support and confirmation. Decisioning tactics (e.g. tried out possible solution, compared two or more alternatives) were cited as useful because they helped respondents plan and make progress toward a resolution.

* Intersecting the above with the frequency of tactic use (shown in Table 10-17), it is clear that respondents seek a variety of utilities for their tactic use, all in one situation.

Conclusions and implications

The perspective of this chapter is that of an individual moving through his situation. The sequence of coping methods employed are of primary interest. The chapter focuses on two aspects of movement through situations. The first is "how." How did respondents use tactics? The second is "why." Why did individuals use different tactics? Which tactics did they find helpful? How did the tactics help? Since there is a great deal of data in this chapter, the conclusions and implications below highlight only major findings.

The "how" of moving through situations. This question speaks to the concept of INFORMATION_3 (as posited in Chapter II) or the procedures by which people inform themselves or make sense out of their situations so that they can continue moving.

* One class of findings deals with what respondents were paying attention to as they moved through their time lines. Were they focusing on self or on other human entities (individuals or groups) or on non-human entities (objects, states, or conditions)? Of all the different -- 2000-plus events described (i.e. time line steps or events in situations ordered on a time line), 54.6% were focused on self, 31.3% were focused on other human entities, and 14.2% were focused on non-human entities. Furthermore, the emphasis on self was greater in unresolved situations than in resolved situations and somewhat greater in decision states than in problem,

worry, and comprehending states. These results have several implications for the information practitioner. The first is obviously the need for allowing the client to relate whatever service the practitioner is rendering, to the client's own vision of self-in-situation. The second is that the traditional emphasis in information services of providing people with information to choose between objects (e.g. housing, consumer goods, institutional services) may leave the client with "information" in hand but still uninformed. Even in decision states, these respondents indicated a great need to focus on self.

- The above finding is further reinforced by the fact that roughly 1 out of 10 time line steps was focused on internal states of self (e.g. emotions, beliefs, ideas). The finding provides empirical support for the notion that people are continously informing themselves by turning inward to make sense. The information practitioner who delivers INFORMATION$_1$ without allowing the client to turn inward and make internal sense (INFORMATION$_2$) may leave the client uninformed about how to move and therefore unable to utilize the very service the practitioner is trying to provide.

- Interestingly, the above findings are confirmed to an even greater degree by the fact that as respondents moved through their time lines, their attention to self increased (from 52.0% in the first third to 58.1% in the final third). This finding is, of course, confounded by many different types of situations. In general, though, it suggests that the turning inward has a necessary self-control function. In the early stages, these respondents seemed to be doing slightly more "reading" of their external environments. As they progressed, they did slightly more looking inward. This finding, while very tentative, suggests that the information practitioner might usefully plan some timing strategies for focusing client attention.

- A second class of findings dealt with whether respondents saw themselves as actors, recipients of the actions of others, or observers, as they moved through their situations. Results indicated that, in roughly 40% of their time line steps, respondents described themselves as actors, in 30% as recipients, and in 30% as observers. Taken alone, this finding supports the concept of situationality. In this data, respondents indicated that in six out of ten of their time line steps, they were not themselves actively behaving; rather, they were intersecting with the behaviors of others or reading their environments generally.

- An in-depth analysis of what behaviors respondents reported as they moved through their time lines showed a wide variety of different coping behaviors. These were grouped into five general categories: 1) point/directing, in which an individual zeroed in on entities in his environment or directed his own behavior; 2) connecting, in which an individual made contact with another human entity; 3) stopping, in which an individual was no longer moving because something had stopped him or he had stopped himself; 4) repeating, in which an individual did something over again; and 5) continuing/agreeing/giving in, in which an individual kept moving in an already established direction.

- Respondents reported that they most frequently used active pointing/directing (21.0% of all time line steps). In contrast, in only 8.5% of their time line steps did respondents report that they were the recipients of pointing/directing from others. Thus, for the most part, these respondents were moving themselves without the assistance of others. This finding is supported by the fact that in only 7.6% of their time line steps did respondents report that they were actively contacting other people. And, in only 2.5% were they contacted by other people. Not only do these findings confirm the prior research indicating relatively low use of "sources," but also the findings confirm the notion that the individual propels himself. In the context of the information practitioner-client interaction, the finding further reinforces the notion that the "helper" is in some sense simply someone the client intersects with on his journey.

- The second most frequently reported behavior was being stopped by other entities (human or otherwise). In all, 17.0% of all time line steps were in this category. This finding suggests that one of the primary characteristics of troublesome situations is that the individual has been stopped as he is moving through his own particular time-space.

- Some traditional assumptions about how people cope with situations were contradicted by the data. In only 1.5% of their time line steps did respondents indicate that they were making decisions (i.e. choosing between two or more options). Yet, earlier chapters (in particular Chapter VIII) suggest that respondents were much more likely to see themselves in decision situations. One possible explanation of this discrepancy may be the difference between sequential and simultaneous decisioning. In the former, an individual encounters one object and assesses it and then moves on to another. In the latter, the individual presumably judges all possible relevant objects at one point in time. These data suggest that these respondents saw themselves in decision situations but probably used the sequential approach. If so, the traditional decision matrix (with all possible objects compared on all possible attributes) may be of less utility than is currently assumed.

* The findings also showed relatively little use of information. In only 7.2% of all time line steps did respondents indicate they needed, received, found, or provided information. Thus, while respondents indicated that they were constantly informing themselves by a variety of means (e.g. the high use of pointing/directing), they did not pinpoint information as a relevant end-product. Nor did they explicitly talk about "information" as they described their situations. This is a logical finding; if "information" is but a means to an end, the end would be more likely to be articulated. But, if "information" as defined by a given individual is a lot more than facts, then specific mentions of objective information would be infrequent.

* Also of note is the fact that there was not one single mention of the use of a library out of 2108 time line steps. In addition, only 0.2% of the time line steps mentioned using or planning to use the mass media.

* Results did indicate some differences in tactic use by situation type. Decisions showed somewhat more pointing/directing, while problems and worries showed more stopping. Comprehending situations showed somewhat more connecting. Again, the findings intuitively validate the decision, problem, worry, and comprehending typology as a useful way of looking at how people move through situations.

* In addition, while the relative use of connecting, active stopping, and continuing was very low, all three tactics increased over time as respondents moved through their situations. This finding is a potentially hopeful one for the information practitioner. Respondents seemed to indicate that after a certain amount of time spent enmeshed in their situations, it was useful to contact others, stop to think and reassess, and then continue moving on the basis of the reassessment. These are all areas in which the information practitioner might potentially develop skills in helping clients inform themselves.

* All of the findings above are based on the content analysis of respondent reports of the events that took place as they moved through their situations. An additional analysis of coping behaviors was done in a series of 13 closed-ended items which asked respondents if they had: complained to someone, found someone who agreed, changed view of the situation, read something relating, got emotional or angry, put situation out of mind, talked to someone, spent time thinking, tried out possible solution, eliminated an approach, compared at least two alternatives, got outside help, or asked someone else what to do. Results again confirmed that respondents used a wide variety of approaches. Each tactic was used by a minimum of 31% of the respondents and a maximum of 81%.

- Respondents indicated that they used some tactics more often than others. The most popular tactics (used by 60% or more) were: complain to someone, find someone who agreed, talk to someone, get emotional or angry, and spend time thinking. The least popular (used by 40% or less) were: change view of situation, try out possible solution, eliminate an approach. It is interesting to note that three of the five most often used tactics were interpersonal in nature, while both of the least used tactics were elements of what is traditionally defined as decision-making. Taken alone, these findings suggest, once again, that the decision-making model which pervades most approaches to information processing is not realistic. In addition, the finding suggests that the information practitioner needs to develop skills in dealing with interpersonal tactics.

- A factor analysis of the 13 tactics indicated that they grouped into five independent approaches or strategies. These were: 1) an interpersonal approach; 2) a decisioning approach; 3) a cognitive approach; 4) a get-someone-to-help approach; and 5) an emotional approach. Each approach was characterized by different items. For the interpersonal approach, the items were: complain to someone, find someone who agreed, talk to someone; for the decisioning approach: compare at least two alternatives, eliminate an approach, and try out possible solutions; for the cognitive approach: read something relating to, spend time thinking, change view of situation; for the get-someone-to-help-approach: ask someone what to do, get outside help; for the emotional approach: put situation out of mind, get emotional or angry. While any given respondent was likely to use two or more of these approaches, the factor analysis indicated that a given respondent was probably most likely to be a high user of one approach, a moderate user of several others, and a low user of the rest. For the information practitioner, these results potentially suggest that a client in a given situation may show a strategic preference for how he faces the situation. Any service the information practitioner can deliver will need to make sense to the client within the context of his preferred strategies for that situation.

- A comparison of tactic use across unresolved and resolved situations showed that in resolved situations, respondents were more likely to have reported that they had read something relating and eliminated an approach. In contrast, respondents in unresolved situations were more likely to have complained to someone, found someone who agreed, got emotional or angry, talked to someone, and asked someone what to do. Each of these differences was greater than 8 percentage points. It might seem logical to assume that because respondents in resolved situations used more "rational " approaches, they were more successful at resolution. However, it is just as likely that the resolved situations were more amenable to solutions or were seen as more amenable to solutions by the individuals in them. In contrast, the unresolved situations may have been more problematic. The information practitioner, who must deal with unresolved problems, will need to acknowledge the possibility that situations can be seen as unresolvable.

* The notion above is further supported by a comparison of tactic use across the decision, problem, worry, and comprehending states. Respondents in decision states showed generally higher use of all tactics and, in particular, of the decisioning and cognitive tactics. Respondents in worry situations, in contrast, were more likely to use emotional interpersonal tactics; while respondents in problem situations were more likely to use give-the-problem-away tactics. Respondents in comprehending states were slightly more likely to use cognitive tactics. These results not only confirm the utility of the DPWC index states as a way of looking at respondent movement states, but also they give information practitioners some preliminary leads on possible tactic preferences. It is of particular note that respondents in worry situations (where they lacked control) did use the interpersonal tactics more; yet, these respondents still made quite substantial use of such cognitive tactics as read something relating and spend time thinking. Since by definition, worry states are those that are more likely to be irresolvable, this result suggests that information services need not be tied to resolutions in the traditional sense of the word. The client in a worry situation may well need to inform himself in order to maintain a sense of control, despite the possible irresolvability of his situation.

* It is also encouraging to note that while respondents in decision states were more likely to use cognitive tactics, on the whole cognitive tactics showed the least difference between the states. Read something relating, for example, showed virtually no difference, and roughly 40% of the respondents said they had used this tactic. For the information practitioner, this finding is encouraging.

The "why" of using tactics. This section focuses on whether respondents thought tactics were helpful and how the tactics helped. The "why" question speaks to the issue of utilities or functional units of tactic use. As an individual moves through his situation, he can have a variety of intents (e.g. to get reassurance, to maintain self control, to get around an obstacle, to make a decision). These intents are, in a sense, the purpose of his journey. This section looks at how respondents saw tactics helping them move.

* By far the most notable finding was that some of the most often used tactics were considered the least helpful, and vice versa. Two tactics -- get emotional and angry and complain to someone -- were rated least helpful of all (26.1% and 41.6%), yet were both used by 60.3% of the respondents. In contrast, the least used tactic -- changed view of situation -- was rated second most helpful (by 74.4% of the 30.7% respondents who used it). The most helpful tactic of all was get outside help, rated helpful by 76.2% of the 45.7% respondents who used it. In combination, these findings enlarge the possibilities for the information practitioner role. Both getting outside help and changing view were most helpful: the former suggests a potential role; the latter gives some cues on a possible nature of that role.

* The three other most helpful tactics were: compared at least two approaches (71.4%), talked to someone (69.8%), and found someone who agreed with you (67.2%). In sum, of the top five most helpful tactics, two were interpersonal, one was get-someone-to-help, one was decisioning, and one was cognitive. It is also interesting to note that both of the least helpful tactics (complain to someone, get emotional and angry) have an emotional dimension either intra- or interpersonally. These results also suggest some possible ways for the information practitioner to approach clients.

* When asked how tactics helped or why they didn't, respondents gave a wide variety of answers, indicating that the reasons for tactic use varied from situation to situation. Respondents were less articulate about why tactics didn't help. For the most part, their answers simply said, "It didn't help" or "I didn't make progress." These two classes of responses accounted for 77.0% of all answers.

* For tactics which helped, the results indicated great diversity. Yet, within the diversity, each of the tactics was differentiated from the others in terms of how it helped users. The three cognitive tactics (change view of situation, read something relating, spend time thinking) all were considered helpful because they allowed respondents to clarify or understand their situations. This utility was cited for 45% or more of these tactics. The two emotional tactics (get emotional or angry and put situation out of mind) were cited by 50% or

more of the users because they helped them achieve self control. Two of the interpersonal tactics (found someone who agreed and talked to someone) were cited by 40% or more of the users because they got social support and confirmation. While the rest of the tactics did not show as clear patterns, in general the decisioning tactics (try out possible solution, eliminate an approach, and compare two or more approaches) were cited because they helped in making progress toward resolution and because they helped in planning. Finally, get outside help was cited most often because it helped make progress toward resolution; ask someone what to do was cited for a variety of reasons (making progress, clarifying reasons, getting social support). The general picture painted, then, is one in which respondents named a number of utilities for tactics.

* In pitting the two findings above against each other, it becomes clear that while respondents who were not helped said they were not helped because they didn't make progress, those who were helped gave a variety of answers. In a sense, then, making progress is something more than making progress toward a resolution. For some respondents making progress was achieving self control, getting social confirmation, getting clarification and understanding, as well as planning and approaching resolution. These data suggest that the goals of information practitioner service could well be enlarged. In addition, it is notable that rarely was "information" per se named as a utility. Rather, respondents said they got understanding, clarification, and sense. The respondents were clearly talking about getting informed, not getting information.

Table 10-1

Distribution of the number of time line steps in focal situations (General Population Sample only).

NUMBER OF TIME LINE STEPS	PERCENTAGE OF FOCAL SITUATIONS
0	2.6
1	3.0
2	5.2
3	7.1
4	7.5
5	9.0
6	9.4
7	8.6
8	5.6
9	7.9
10	6.4
11	6.0
12	5.2
13	4.5
14	1.9
15	2.2
16	1.9
17	1.1
18	4.9
MEAN # TIME LINE STEPS	7.0
TOTAL FOCAL SITUATIONS	100.0[b] (n=267)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations across 300 respondents. The "0" time line steps figure represents the 7 respondents who had focal situations but did not have a time line analysis.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

Table 10-2

Distribution of the orientational states on the time line steps (General Population Sample only).

ORIENTATIONAL STATE	PERCENTAGE OF TIME LINE STEPS
SELF	
External state	44.1
Internal state	10.5
OTHER OBSERVING ENTITY	
External state	28.4
Internal state	2.9
NON-OBSERVING ENTITY	
Touchable objects	7.2
States or conditions	7.0
TOTAL TIME LINE STEPS	100.0[b] (n=2063)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall. The discrepancy between this n and the 2063 is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 10-3

Distribution of the direction of movement on time line steps (General Population Sample only).

DIRECTION OF MOVEMENT	PERCENTAGE OF TIME LINE STEPS
Respondent as actor	40.3
Respondent as recipient	29.9
Respondent as observer	29.8
TOTAL TIME LINE STEPS	100.0[b] (n=2087)[b]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall. The discrepancy between this n and the 2087 above is due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

Table 10-4

Distribution of major tactics on time line steps (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TIME LINE STEPS
R AS ACTOR	
Pointing/directing	21.0
Connecting to sources	7.6
Stopping	7.8
Continuing/agreeing	3.4
Repeating	0.5
R AS RECIPIENT	
Being pointed/directed	8.5
Receiving connection	2.5
Getting stopped	17.0
Being agreed with	0.4
Being made to repeat	1.4
R AS PROVIDER	4.1
R AS RESOURCE	0.7
R AS OBSERVER	25.0
TOTAL TIME LINE STEPS	100.0[b] (n=2087)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps. The discrepancy between this n and the 2087 above is due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

Table 10-5

Distribution of tactic sub-categories on time line steps (General Population Sample only).

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS
R AS ACTOR: Pointing/directing	
R generally doing something	2.2
R directing own behavior	7.9
R making a comparison	1.0
R making a decision	1.5
R needing direction/point	0.3
R needing information (unspecified)	0.2
R needing information (specified)	1.4
R needing service/resource	1.9
R finding direction/point	0.1
R finding information (unspecified)	0.0
R finding information (specified)	1.6
R finding service/resource	2.1
Other pointing/directing	0.8
R AS ACTOR: Connecting to sources	
R contacting informal source	2.2
R contacting formal source	4.5
R contacting library	0.0
R contacting media	0.2
R needing/planning contact (unspecified)	0.0
R needing/planning contact (informal)	0.0
R needing/planning human contact	0.2
R needing/planning contact (formal)	0.2
R needing/planning contact (library)	0.0
R needing/planning contact (media)	0.0
Other connecting	0.2
R AS ACTOR: Stopping	
R stopping self	1.6
R disconnecting	1.8
R stopping to evaluate/think	1.6
R procrastinating	0.1
R disliking/disagreeing human entity	0.7
R disliking/disagreeing non-human entity	0.9
R needing a stop/disconnection	0.2
R sees no possible moves	0.2
R sees too many moves/options	0.2
R disliking/disagreeing with self	0.3
Other stopping	0.1

(continued)

Table 10-5 (Continued)

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS
R AS ACTOR: Continuing/agreeing	
R continuing	0.8
R agreeing/liking self	0.3
R needing agreement	0.2
R agreeing/liking human entity	0.2
R agreeing/liking non-human entity	0.2
R seeing resolution/progress	1.1
R acquiescing/giving in	0.5
Other continuing/agreeing	0.1
R AS ACTOR: Repeating	
R doing something over again	0.5
R needing/planning repeat	0.0
Other repeating	0.0
R AS RECIPIENT: Being pointed/directed	
R directed by other	1.3
R's direction being implemented by other	0.3
R receiving upsetting personal news	0.4
R receiving information (unspecified)	0.2
R receiving information (specified)	3.6
R receiving service/resource	2.1
R receiving suggestion for source connection	0.2
R's connection to source implemented	0.3
Other recipient pointing/directing	0.0
R AS RECIPIENT: Receiving connection	
R being connected informal sources	1.0
R being connected formal sources	0.3
R being connected with negatively (informal)	0.3
R being connected with negatively (formal)	0.3
R being connected (other source)	0.3
R expecting contact (informal)	0.1
R expecting contact (formal)	0.2
R expecting contact (other source)	0.1
Other recipient connection	0.1
R AS RECIPIENT: Getting stopped	
R stopped by malfunctioning machine, technology	0.7
R stopped by malfunctioning machine, technology	1.3
R stopped by incomplete, bad resource/delivery system	4.2
R stopped by medical/physical impairment	3.6
R stopped by fear people/situations	0.3
R stopped by feeling powerlessness	1.3
R stopped by intrusion on self/property	2.3
R disconnected from anyone/anything	1.9
R being disliked/disagreed with	1.1
Other being stopped	0.4

(continued)

Table 10-5 (Continued)

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS
R AS RECIPIENT: Being agreed with	
R receiving agreement/liking (informal source)	0.2
R receiving agreement/liking (formal source)	0.1
R receiving agreement/liking (other)	0.0
Other R being agreed with	0.1
R AS RECIPIENT: Being made to repeat	
Situation imposes repetition	0.7
Someone imposes repetition	0.1
Things just blend together	0.1
Escalating negative repetition	0.5
Other imposed repetition	0.0
R AS PROVIDER	
R giving direction to other	0.7
R giving information to other	1.1
R giving service/resource to other	1.3
R making connection for other	0.5
R stopping/prohibiting other	0.4
Other R as provider	0.1
R AS RESOURCE	
R being asked, questioned generally	0.1
R being asked for direction	0.0
R being asked for information	0.1
R being asked for resource/service	0.3
R being asked for connection to other	0.1
R being asked for stopping	0.1
R being asked for agreement/liking	0.1
Other R as resource	0.1
R AS OBSERVER	
R observing human entity	11.4
R observing one or more non-human entities	7.2
R observing relationship between two or more human entities	6.0
ALL OTHER STEPS NOT CODEABLE ABOVE	0.4
TOTAL TIME LINE STEPS	100.0[b] (n=2087)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps. The discrepancy between this n and the 2087 above is due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

Table 10-6

Comparison of the number of time line steps in unresolved versus resolved situations (General Population Sample only).

NUMBER OF TIME LINE STEPS	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
0 steps	3.3	1.2	2.6
1 to 2 steps	7.8	9.2	8.2
3 to 4 steps	14.4	14.9	14.6
5 to 6 steps	17.2	20.7	18.4
7 to 8 steps	16.7	9.2	14.2
9 to 10 steps	14.4	13.8	14.2
11 to 18 steps	26.1	31.0	27.7
MEAN # TIME LINE STEPS	6.8	8.0	7.0
TOTAL FOCAL SITUATIONS	100.0 (n=180)	100.0 (n=87)	100.0[b] (n=267)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations across 300 respondents. The "0 steps" figures represent the respondents who had focal situations but no time line analyses.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] This column is a condensed version of the data set out in Table 10-1, showing the distribution across all focal situations whether resolved or unresolved.

Table 10-7

Comparison of the orientational states on the time line steps in unresolved versus resolved situations (General Population Sample only).

ORIENTATIONAL STATE	PERCENTAGE OF TIME LINE STEPS		
	Unresolved Situations	Resolved Situations	All Situations[c]
SELF			
External state	46.7	38.9	44.1
Internal state	10.1	11.2	10.5
OTHER OBSERVING ENTITY			
External state	25.3	34.6	28.4
Internal state	3.1	2.6	2.9
NON-OBSERVING ENTITY			
Touchable objects	7.6	6.4	7.2
States or conditions	7.3	6.3	7.0
TOTAL TIME LINE STEPS	100.0 (n=1376)	100.0 (n=687)	100.0[b] (n=2063)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall. The discrepancy between this n and the 2063 above is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] This column is a repetition of the data set out in Table 10-2, showing the distribution across all time line steps whether unresolved or resolved situations.

Table 10-8

Comparison of the direction of movement on time line steps in unresolved versus resolved situations (General Population Sample only).

DIRECTION OF MOVEMENT	PERCENTAGE OF TIME LINE STEPS		
	Unresolved Situations	Resolved Situations	All Situations[c]
Respondent as actor	41.9	37.0	40.3
Respondent as recipient	30.1	29.5	29.9
Respondent as observer	28.0	33.4	29.8
TOTAL TIME LINE STEPS	100.0 (n=1393)	100.0 (n=694)	100.0[b] (n=2087)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall. The discrepancy between this n and the 2087 above is due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The figures in this column are a repetition of Table 10-3, showing the distribution across all time line steps whether in unresolved or resolved situations.

Table 10-9

Comparison of major time line tactics in unresolved versus resolved situations (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	Unresolved Situations	Resolved Situations	All Situations[c]
R AS ACTOR			
Pointing/directing	22.8	17.6	21.0
Connecting to sources	7.8	7.1	7.6
Stopping	7.5	8.5	7.8
Continuing/agreeing	3.4	3.5	3.4
Repeating	0.5	0.4	0.5
R AS RECIPIENT			
Being pointed/directed	7.3	11.0	8.5
Receiving connection	2.4	2.9	2.5
Getting stopped	18.5	14.1	17.0
Being agreed with	0.4	0.4	0.4
Being made to repeat	1.6	1.2	1.4
R AS PROVIDER	3.8	4.6	4.1
R AS RESOURCE	0.5	1.2	0.7
R AS OBSERVER	23.7	27.8	25.0
TOTAL TIME LINE STEPS	100.0 (n=1393)	100.0 (n=694)	100.0[b] (n=2087)[a]

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[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall. The discrepancy between this n and the 2087 above is due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The figures in this column are a repetition of those in Table 10-4, showing the distribution across all time line steps whether in unresolved or resolved situations.

Table 10-10

Comparison of the number of time line steps across decision, problem, worry, and comprehending index states (General Population Sample only).

TIME LINE LENGTH	PERCENTAGE OF FOCAL SITUATIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
0 steps	1.7	2.7	3.3	1.5	2.6
1 to 2 steps	4.2	5.3	9.2	6.0	8.2
3 to 4 steps	11.7	14.2	16.7	15.8	14.6
5 to 6 steps	16.7	15.9	18.3	10.3	18.4
7 to 8 steps	18.3	15.0	12.5	12.8	14.2
9 to 10 steps	17.5	14.2	11.7	15.0	14.2
11 to 18 steps	30.0	32.7	28.3	31.6	27.7
MEAN # TIME LINE STEPS	8.5	8.2	8.0	8.0	7.0
TOTAL FOCAL SITUATIONS	100.0 (n=120)	100.0 (n=113)	100.0 (n=120)	100.0 (n=133)	100.0[b] (n=267)[a]

[a] The unit of analysis for this set of sub-tables is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these total ns and those in the tables above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a condensed version of the data set out in Table 10-1, showing the distribution across all focal situations regardless of DPWC state.

Table 10-11

Comparison of orientational state in time line steps in decision, problem, worry, and comprehending index states (General Population Sample only).

ORIENTATIONAL STATE	PERCENTAGE OF TIME LINE STEPS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
SELF					
External state	45.1	43.9	43.2	42.7	44.1
Internal state	11.8	9.9	10.5	10.3	10.5
OTHER OBSERVING ENTITY					
External state	24.1	29.2	30.7	30.0	28.4
Internal state	2.9	3.7	3.1	3.1	2.9
NON-OBSERVING ENTITY					
Touchable objects	8.0	8.2	6.8	6.2	7.2
States or conditions	8.1	5.2	5.7	7.8	7.0
TOTAL TIME LINE STEPS	100.0 (n=991)	100.0 (n=943)	100.0 (n=914)	100.0 (n=1080)	100.0[b] (n=2063)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall. The decision/problem/worry/comprehending comparison involves only those time line steps in situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: decision time line steps, 1102; problem, 943; worry, 918; and comprehending, 1083. The discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns should not be summed because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 10-2, showing the distribution of all time line steps regardless of DPWC state.

Table 10-12

Comparison of direction of movement in time line steps in decision, problem, worry, and comprehending index states (General Population Sample only).

DIRECTION OF MOVEMENT	PERCENTAGE OF TIME LINE STEPS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Respondent as actor	43.2	38.9	36.3	40.2	40.3
Respondent as recipient	26.4	33.4	33.1	29.0	29.9
Respondent as observer	30.3	27.6	30.6	30.8	29.8
TOTAL TIME LINE STEPS	100.0 (n=1002)	100.0 (n=937)	100.0 (n=918)	100.0 (n=1083)	100.0[b] (n=2087)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall. The decision/problem/worry/comprehending comparison involves only those time line steps in situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: decision time line steps, 1102; problem, 943; worry, 918; and comprehending, 1083. The discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns should not be summed because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 10-3, showing the distribution of all time line steps regardless of DPWC state.

Table 10-13

Comparison of major tactics on time line steps across decision, problem, worry, and comprehending index states (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TIME LINE STEPS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
R AS ACTOR					
Pointing/directing	23.0	19.5	18.4	20.2	21.0
Connecting to sources	7.0	7.3	6.8	9.1	7.6
Stopping	9.4	8.4	8.0	7.5	7.8
Continuing/agreeing	3.4	3.2	2.7	2.9	3.4
Repeating	0.5	0.5	0.4	0.6	0.5
R AS RECIPIENT					
Being pointed/directed	6.2	8.5	8.5	10.1	8.5
Receiving connection	2.3	2.2	2.5	2.4	2.5
Getting stopped	15.8	20.4	21.0	14.5	17.0
Being agreed with	0.6	0.9	0.3	0.3	0.4
Being made to repeat	1.6	1.4	0.8	1.8	1.4
R AS PROVIDER	4.4	4.1	3.1	4.3	4.1
R AS RESOURCE	0.7	0.8	0.7	0.7	0.7
R AS OBSERVER	25.3	22.8	26.9	25.9	25.0
TOTAL TIME LINE STEPS	100.0 (n=1002)	100.0 (n=937)	100.0 (n=918)	100.0 (n=1083)	100.0[b] (n=2087)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall. The decision/problem/worry/comprehending comparison involves only those time line steps in situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: decision time line steps, 1102; problem, 943; worry, 918; and comprehending, 1083. The discrepancies between these ns and the total ns above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 10-4, showing the distribution of all time line steps regardless of DPWC state.

Table 10-14

Comparison of orientational states across time line thirds (General Population Sample only).

ORIENTATIONAL STATE	PERCENTAGE OF TIME LINE STEPS First Third	Second Third	Third Third	All Time Line Steps[c]
SELF				
External state	44.2	40.6	47.1	44.1
Internal state	8.9	11.4	11.0	10.5
OTHER OBSERVING ENTITY				
External state	29.8	29.9	25.9	28.4
Internal state	3.6	2.9	2.4	2.9
NON-OBSERVING ENTITY				
Touchable objects	6.6	8.4	6.6	7.2
States or conditions	7.0	6.9	7.1	7.0
TOTAL TIME LINE STEPS	100.0 (n=618)	100.0 (n=695)	100.0 (n=748)	100.0[b] (n=2063)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall, only 2063 of which were coded on the orientational state variable. Of these, an additional 2 cases dropped out in the time line third analysis (618+695 +748=2061).

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The data in this column come from Table 10-2, showing the distribution across all time line steps regardless of the time line segment.

Table 10-15

Comparison of direction of movement on time line steps across time line thirds (General Population Sample only).

DIRECTION OF MOVEMENT	PERCENTAGE OF TIME LINE STEPS			
	First Third	Second Third	Third Third	All Time Line Steps[c]
Respondent as actor	38.4	37.9	43.9	40.3
Respondent as recipient	29.6	31.9	28.3	29.9
Respondent as observer	32.0	30.2	27.8	29.8
TOTAL TIME LINE STEPS	100.0 (n=622)	100.0 (n=699)	100.0 (n=759)	100.0[b] (n=2087)[a]

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall, only 2087 of which were coded on the "Direction of Movement" variable. Of these, an additional 7 cases dropped out in the time line third analysis (622 + 699 + 759 = 2080).

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of data from Table 10-3, showing the distribution across all time line steps regardless of time line segment.

Table 10-16

Comparison of major tactics on time line steps across time line thirds (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TIME LINE STEPS			ALL TIME LINE STEPS[c]
	First third	Second third	Third third	
R AS ACTOR				
Pointing/directing	24.6	18.5	20.6	21.0
Connecting to sources	6.3	7.7	8.4	7.6
Stopping	5.1	8.9	9.1	7.8
Continuing/agreeing	1.8	2.6	5.3	3.4
Repeating	0.6	0.3	0.5	0.5
R AS RECIPIENT				
Being pointed/directed	7.2	10.3	7.9	8.5
Receiving connection	3.2	2.7	1.7	2.5
Getting stopped	16.7	17.6	16.7	17.0
Being agreed with	0.3	0.1	0.8	0.4
Being made to repeat	2.1	1.1	1.2	1.4
R AS PROVIDER	3.7	4.0	4.5	4.1
R AS RESOURCE	0.5	0.6	1.1	0.7
R AS OBSERVER	27.8	25.6	22.3	25.0
TOTAL TIME LINE STEPS	100.0 (n=622)	100.0 (n=699)	100.0 (n=759)	100.0[b] (n=2087)[a]

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[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall, only 2087 of which were coded on the major tactic variable. Of these, an additional 7 cases dropped out in the time line third analysis (622+699+759=2080).

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The data in this column come from Table 10-4, showing the distribution across all time line steps regardless of time line segment.

Table 10-17

Distribution of tactic use index items (General Population Sample only).

TACTIC USE INDEX ITEMS Did respondent...	PERCENTAGE OF FOCAL SITUATIONS[b]
Change view of situation	30.7
Complain to someone	60.3
Find someone who agreed with you	75.3
Read something relating	42.3
Get emotional or angry	60.3
Put situation out of mind	43.8
Talk to someone	80.5
Spend time thinking	76.4
Try out possible solution	39.0
Eliminate an approach	32.2
Compare at least 2 approaches	44.6
Get outside help	45.7
Ask someone what to do	43.4
TOTAL FOCAL SITUATIONS	(n=267)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations across 300 respondents. There were no missing data for this analysis.

[b] Each percentage in this column has an n of 267. Thus, for the question, "Did you change your view of the situation?" 30.7% of the 267 respondents with a focal situation answered, "yes." The percentages here cannot be summed as each focal situation could receive a "yes" code on any or all of the tactic use index items.

Table 10-18

Pearson product moment correlation matrix for the tactic use index items (General Population Sample only).

TACTIC USE INDEX ITEMS Did respondent ...	(2)^{d}	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
(1) Put situation out of mind	-.12^{a}	+.18^{c}	+.18^{c}	+.14^{b}	-.02	+.08	+.03	+.01	.00	+.06	+.21^{c}	+.06
(2) Get emotional or angry	----	+.28^{c}	+.16^{b}	+.17^{b}	+.27^{c}	+.09	.00	+.17^{b}	+.07	+.21^{c}	+.11^{a}	+.21^{c}
(3) Complain to someone	----	----	+.38^{c}	+.41^{c}	+.15^{b}	+.08	+.05	+.11^{a}	+.07	+.26^{c}	+.18^{b}	+.24^{c}
(4) Find someone who agreed with you	----	----	----	+.57^{c}	+.08	+.06	+.23^{c}	+.22^{c}	-.02	+.23^{c}	+.18^{b}	+.19^{c}
(5) Talk to someone	----	----	----	----	+.26^{c}	+.19^{c}	+.19^{c}	+.32^{c}	+.04	+.22^{c}	+.16^{b}	+.22^{c}
(6) Ask someone what to do	----	----	----	----	----	+.35^{c}	+.02	+.28^{c}	+.20^{c}	+.21^{c}	+.16^{b}	+.21^{c}
(7) Get outside help	----	----	----	----	----	----	-.01	+.03	+.12^{a}	+.21^{c}	+.18^{c}	+.18^{b}
(8) Read something relating	----	----	----	----	----	----	----	+.12^{a}	+.15^{b}	+.06	-.03	+.01
(9) Spend time thinking	----	----	----	----	----	----	----	----	+.19^{c}	+.22^{c}	+.08	+.23^{c}
(10) Change view of situation	----	----	----	----	----	----	----	----	----	+.22^{c}	+.24^{c}	+.13^{a}
(11) Compare at least two approaches	----	----	----	----	----	----	----	----	----	----	+.53^{c}	+.44^{c}
(12) Eliminate an approach	----	----	----	----	----	----	----	----	----	----	----	+.36^{c}
(13) Try out possible solutions	----	----	----	----	----	----	----	----	----	----	----	----

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[a] Significant at $p < .05$ [b] Significant at $p < .01$ [c] Significant at $p < .001$

[d] n=267 (the number of GP focal situations) for all correlations.

Table 10-19

Factor analysis of the tactic use index items (General Population Sample only).

TACTIC USE INDEX ITEMS	FACTOR LOADINGS[c]	IN 5-FACTOR SOLUTION[a]				h^2[b]	FP[d]
Did respondent ...	F1	F2	F3	F4	F5		
(1) Put situation out of mind	+.30	+.16	-.08	-.08	$\boxed{-.72}$[e]	.64	.81
(2) Get emotional or angry	+.30	+.23	-.11	+.14	$\boxed{+.66}$	.61	.71
(3) Complain to someone	$\boxed{+.66}$	+.26	-.12	+.02	+.06	.53	.82
(4) Find someone who agreed	$\boxed{+.80}$	+.10	+.15	-.07	-.08	.69	.93
(5) Talk to someone	$\boxed{+.78}$	+.06	+.19	+.22	.00	.70	.87
(6) Ask someone what to do	+.15	+.13	+.16	$\boxed{+.74}$	+.28	.69	.79
(7) Get outside help	+.05	+.14	+.06	$\boxed{+.83}$	-.16	.74	.93
(8) Read something relating	+.24	-.11	$\boxed{+.73}$	-.11	-.12	.64	.83
(9) Spend time thinking	+.28	+.15	$\boxed{+.49}$	+.13	+.31	.46	.52
(10) Change view of situation	-.23	+.38	$\boxed{+.61}$	+.20	+.01	.60	.62
(11) Compare 2+ alternatives	+.16	$\boxed{+.79}$	+.10	+.06	+.06	.67	.93
(12) Eliminate an approach	+.06	$\boxed{+.81}$	.00	+.07	-.21	.70	.94
(13) Try out possible solutions	+.21	$\boxed{+.66}$	.00	+.08	+.17	.52	.84
PERCENT OF VARIANCE ACCOUNTED FOR	24.6%	11.6%	10.0%	8.7%	8.1%	----	----
CUMULATIVE PER CENT OF VARIANCE	24.6%	36.2%	46.2%	54.9%	63.0%	----	----

[a] The factor analysis is the five factor solution from a quartermax orthogonal rotation by the principal factoring method. The diagonals in the correlation matrix were retained at 1.0. The five factor solution was chosen because of its conceptual clarity and because it met the *a priori* established criterion that factoring should stop when the next factor to be produced would account for less than 1/13 (the # of variables) of the variance (Nie *et al*. 1975).

[b] h^2 stands for variable communality. It is the percentage of variance in a given variable accounted for by this particular factor solution. Thus, for example, 64% of the variance in variable (1) is accounted for. A variable's communality may be obtained by squaring and summing its factor loadings on the factors across the five factors. For example: $.30^2+.16^2+.08^2+.08^2+.72^2=.64$.

[c] A factor loading may be interpreted as a given variable's correlation with a factor. When squared (see footnote b) it is the percentage of variance in that variable accounted for on that factor.

[d] FP (factor purity) is a measure of how purely a variable is loading on its highest loaded factor. It is calculated by squaring the highest factor loading (e.g. for variable 1, $.72^2=.52$ and dividing by the variable's communality (e.g. .64). FP is the proportion of a given variable's variance accounted for on its "best" factor.

[e] The factor loadings in boxes are the highest loadings for each variable.

Table 10-20

Comparison of tactic use index items in unresolved versus resolved situations (General Population Sample only).

TACTIC USE INDEX ITEMS Did respondent ...	PERCENTAGE OF FOCAL SITUATIONS[b] Unresolved Situations	 Resolved Situations	All Situations[c]
Change view of situation	30.6	31.0	30.7
Complain to someone	63.7	54.0	60.3
Find someone who agreed with you	78.7	70.1	75.3
Read something relating	46.4	54.9	42.3
Get emotional or angry	63.7	54.0	60.3
Put situation out of mind	45.3	41.4	43.8
Talk to someone	85.4	73.3	80.5
Spend time thinking	77.7	75.6	76.4
Try out possible solution	41.2	36.5	39.0
Eliminate an approach	29.4	40.0	32.2
Compare at least 2 approaches	43.0	48.8	44.6
Get outside help	44.1	50.6	45.7
Ask someone what to do	48.0	34.9	43.4
TOTAL FOCAL SITUATIONS	n=180	n=87	n=267[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. There were no missing data for this analysis.

[b] Each percentage in these columns has as its baseline the n reported in the table. Thus, for the question "Did you change your view of the situation?", 30.6% of the 180 respondents having an unresolved focal situation answered "yes," and 31.0% of the 87 respondents having a resolved focal situation answered "yes." The percentages here cannot be summed since each focal situation could receive a "yes" code on any or all of the tactic use index items.

[c] This column is a repetition of Table 10-17, showing the distribution across all focal situations regardless of resolution state.

Table 10-21

Comparison of tactic use index items across the decision, problem, worry, comprehending state typology (General Population Sample only).

TACTIC USE INDEX ITEMS	PERCENTAGE OF FOCAL SITUATIONS[b]				
Did respondent ...	Decision	Problem	Worry	Comprehending	ALL FOCAL SITUATIONS[c]
Change view of situation	37.5	27.4	30.0	33.8	30.7
Complain to someone	65.5	73.5	66.7	63.6	60.3
Find someone who agreed with you	83.1	82.1	79.2	77.3	75.3
Read something relating	44.5	47.8	49.2	47.3	42.3
Get emotional or angry	62.2	73.5	64.2	62.9	60.3
Put situation out of mind	52.1	35.4	40.0	46.2	43.8
Talk to someone	86.4	84.1	80.8	87.9	80.5
Spend time thinking	87.3	79.6	72.5	79.5	76.4
Try out possible solution	49.2	48.2	30.5	40.0	39.0
Eliminate an approach	47.9	33.9	26.1	35.9	32.2
Compare at least 2 approaches	65.5	51.3	37.5	47.3	44.6
Get outside help	50.0	41.6	37.5	54.2	45.7
Ask someone what to do	50.4	52.2	40.0	51.1	43.4
TOTAL FOCAL SITUATIONS	n=120	n=113	n=120	n=133	n=267[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: decision, 120; problem, 113; worry, 120; comprehending, 133. There were no missing data for this analysis.

[b] Each percentage in these columns has as its baseline the n reported in the table. Thus, for the question "Did you change your view of the situation?", 37.5% of the 120 respondents in decision focal situations answered "yes." The percentages here cannot be summed vertically since each focal situation could receive a "yes" code on any or all of the tactic use index items. In addition, the percentages cannot be summed horizontally because a given focal situation could fall into more than one DPWC index state.

[c] This column is a repetition of the data from Table 10-17, showing the distribution across all focal situations regardless of DPWC state.

Table 10-22

Distribution of tactic use index items in terms of percentage of focal situations in which respondents judged the tactics helpful (General Population Sample only).

TACTIC USE INDEX ITEMS Did respondent ...	PERCENTAGE[b] OF FOCAL SITUATIONS IN WHICH HELPFUL
Change view of situation	74.4
Complain to someone	41.6
Find someone who agreed with you	67.2
Read something relating	67.0
Get emotional or angry	26.1
Put situation out of mind	66.7
Talk to someone	69.8
Spend time thinking	61.8
Try out possible solution	55.8
Eliminate an approach	60.5
Compare at least 2 approaches	71.4
Get outside help	76.2
Ask someone what to do	67.2
TOTAL FOCAL SITUATIONS	n=267[a]

[a] The unit of analysis for this table is the focal situation, but only those focal situations in which a respondent reported using a given tactic. Overall, the General Population Sample yielded a total of 267 focal situations across 300 respondents. The percentages of these focal situations in which given tactics were used are listed in Table 10-17. These range from a low of 30.7% (n=82) reporting use of the "change view of situation" tactic to a high of 80.5 (n=215) reporting use of the "talk to someone" tactic.

[b] These percentages are calculated from the number of focal situations in which a given tactic was used (see footnote a). For example, of the 82 focal situations in which the "change view of situation" tactic was used, 74.4% (or n=61) of these usages were reported as helpful. Of the 215 focal situations in which the "talk to someone" tactic was used, 69.8% (or n=150) of these usages were reported as helpful.

Table 10-23

Comparison of reasons why tactics were judged helpful or not helpful (General Population Sample only).

TACTIC USE INDEX ITEMS[c] Respondents who said they ...	PERCENTAGE[d] OF FOCAL SITUATIONS IN WHICH TACTIC WAS USED						
	HOW THE TACTIC HELPED[b]						
	Made progress	Could plan	Clarified reasons	Got support	Helped control self	Other	n[a]
Changed view of situation	14.5	4.8	45.1	3.2	17.7	14.5	62
Complained to someone	26.8	3.0	12.0	23.9	16.4	17.9	67
Found someone who agreed	9.4	0.7	5.9	64.2	10.9	8.7	137
Read something relating	5.2	7.8	63.7	7.8	2.6	13.0	77
Got emotional or angry	7.2	2.4	7.2	14.3	52.4	16.7	42
Put situation out of mind	9.1	1.3	1.3	0.0	74.1	14.3	77
Talked to someone	10.1	4.0	15.4	43.3	14.7	12.8	150
Spent time thinking	18.1	11.1	44.8	4.7	5.4	15.8	127
Tried out possible solution	48.2	22.4	6.8	5.1	3.2	13.8	58
Eliminated an approach	30.7	23.1	5.8	0.0	11.4	28.8	52
Compared 2+ alternatives	23.4	27.9	17.5	8.2	3.5	19.8	86
Got outside help	28.5	7.4	22.1	22.1	3.3	16.8	122
Asked someone what to do	25.1	6.2	22.2	27.6	7.4	11.3	116
	WHY THE TACTIC DIDN'T HELP[b]						
	Made no progress	Could not plan	Didn't clarify reasons	Got no support	Couldn't control self	Other	n[a]
Changed view of situation	45.0	15.0	5.0	5.0	10.0	20.0	20
Complained to someone	46.8	1.1	2.1	22.3	1.1	26.6	94
Found someone who agreed	51.6	1.6	1.6	14.1	3.1	28.1	64
Read something relating	36.1	0.0	11.1	5.6	11.1	36.1	36
Got emotional or angry	24.4	0.0	0.8	3.4	19.3	52.1	119
Put situation out of mind	40.0	0.0	2.5	0.0	10.0	47.5	40
Talked to someone	49.2	0.0	3.1	15.4	0.0	32.3	65
Spent time thinking	45.5	2.6	5.2	3.9	5.2	37.7	77
Tried out possible solution	23.9	4.3	0.0	13.0	2.2	56.5	46
Eliminated an approach	20.6	5.9	2.9	5.9	0.0	64.7	34
Compared 2+ alternatives	36.4	12.1	3.0	0.0	0.0	48.5	33
Got outside help	25.9	11.1	3.7	7.4	3.7	48.1	27
Asked someone what to do	36.1	8.3	0.0	30.6	2.8	22.2	36

(continued)

Table 10-23 (Continued)

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[a] The unit of analysis for this table is the focal situation, but only those focal situations in which the respondents reported using a given tactic. The ns in the last column represent the number of respondents who said that using a given tactic was helpful or not helpful. See footnote b.

[b] Respondents were asked for helpful tactics "How did they help?" and for non-helpful tactics "Why didn't they help?" This table divides the analysis into helpful tactic reasons on the top layer and non-helpful tactic reasons on the bottom layer. The "other" category includes ambiguous responses sich as "I don't know, it just helped (or didn't help)."

[c] To get the total # of focal situations in which a tactic was used, sum the "helpful" and "non-helpful" n for a given tactic. For example, 62+20=82 focal situations in which the "change view of situation tactic was used." See Table 10-22 for the one-way distribution data.

[d] The table reads horizontally with percentages in each row summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error. Each percentage has as its baseline n the n in the right hand column.

CHAPTER XI

THE INVOLVEMENT OF OTHERS IN FOCAL SITUATIONS

Purpose

Chapter X looked at how people described their own behaviors in their focal situations -- what they did, what others did, what events just happened. Chapter XI is a brief supplement to Chapter X designed to look at the "others" (individual people or groups) that respondents intersected with as they moved through their time lines. Respondents were asked what other people they were involved with and how they were involved.

This approach -- simply asking about the involvement of others -- is radically different from that taken in most past studies focusing on how people face situations. Typically, the prior work loads the case by asking such questions as "Who helped you?" or "Who did you get information from?" Typically, such studies[1] then document that use of "formal" or "institutional" others is low while use of "informal" (e.g. family, friend, neighbor, co-worker) others is high. Many of these studies then automatically assume that this is a result to bemoan. Often the studies end up by suggesting that more publicity is needed to promote "formal" helpers.

This past approach has several difficulties. One is that it assumes that "help" is obtained only through explicit planned contact with "formal" or "professional sources ." Yet, it is common knowledge that individuals get "informed" in unlikely places by unlikely events and unlikely people. The second difficulty is that the approach assumes that all contacts with

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[1] See, in particular, Dervin 1973b and Dervin 1976a for a review of this literature.

"formal" or "professional" sources are "helpful." Yet, in the context of modern day bureaucratic red tape, every one of us knows horror stories that disprove this assumption.

The purpose of this chapter is to look at a wider range of possibilities. Each of the "others" that resondents said were involved in their focal situations are analyzed in terms of their "institutional" versus "peer/kin" affiliation and the nature of their involvement in the situation. Was the "other" a helper, a barrier, someone the respondent was helping, a professional, someone with the same role as the respondent in the situation, someone whom the respondent has a gap with (i.e. wants to contact or reach), an object of antagonism, or someone who has control over the respondent?

Each of these descriptors of the nature of "other" involvement is seen as a kind of template for looking at the nature of respondent intersection with "others" while moving through a situation. Specifically, the purposes of the chapter are to:

1) Look at the level of involvement of institutional versus peer/kin "others."

2) Get a modal picture of how the "average" other was involved.

3) Compare the nature of involvement of others across unresolved versus resolved situations. The intent here is to see whether the situational aspects (e.g. time, resolvability) picked up by the resolution state seem to explain the nature of the involvement of others.

4) Compare the nature of involvement of others across the DPWC index states to see whether the direction of respondent movement, as tapped by DPWC, relates to how others were involved.

5) To compare the nature of involvement of institutional versus peer/kin "others."

Variables in this chapter

Focus variables. In this chapter, there are three focus variables. These are:

- * Institutional affiliation of other human entities. This variable taps the type of institutional affiliation of other human entities (individuals or groups) mentioned by the respondent as being involved in the focal situation (see variable 24 in Table 5-1).

- * Peer/kin network affiliation of other human entities. This variable focuses on the peer/kin network affiliation of the other human entities mentioned in the focal situation (see variable 25 in Table 5-1).

- * Nature of involvement in situation. This variable consists of a series of dichotomous codes intended to tap the role of the other human entity in relation to the respondent in the focal situation (see variable 26 in Table 5-1).

Comparison variables. There are two comparison variables in this chapter employed to amplify the portrait derived from the involvement of others. These are:

- * Initial resolution state. This variable taps the respondent's perception of the resolution state (unresolved or resolved) of his situation at the point of initial articulation. The purpose is to see if there is a difference in the involvement of others between unresolved and resolved situations. See Chapter III for a full discussion of resolution state. Basically, the variable taps whether the respondent saw his situation as done or not done. Intertwined with the concept are dimensions of time (was the situation around long enough to be resolved?) and resolvability (was the situation potentially resolvable or problematic?) (see variable 4 in Table 5-1).

- * Decision, problem, worry, and comprehending index states (DPWC). This variable taps how respondents saw themselves moving in their situations (see Chapter III and Chapter VIII for full discussion). Basically, the variable taps the extent to which respondents saw their situations as decisions (where a choice was needed between two or more alternatives), problems (where a goal was known but an obstacle stood in the way), worries (where nothing could be done and where control was lacking), or comprehending situations (where the respondent wanted the facts or to understand what was going on. Strictly speaking, this is not one variable but four. Each situation could have fallen into none, or one to four of the index states. There was, in fact, about 50% overlap in DPWC states. However, these comparisons should be seen as conservative indications of the potential differences that exist (see variable 11 in Table 5-1).

Results

The analysis tables are presented at the end of this chapter. Major findings are listed below in the order that they were derived from tables. Conclusions and implications are reserved for a final section of this chapter.

Table 11-1. This table looks at the institutional affiliations for the other human entities directly involved in focal sitations. The units of analysis are the 380 other entities identified by General Population respondents.[2]

* The vast majority (70.8%) of the other human entities did not have any clearly identifiable institutional affiliations.
* Of the remaining 30%, nearly half (14.6%) were designated as merchants or sellers of products or services.
* The other significant institutional affiliations were to educational organizations (5.3%), social services/charities/churches (3.5%) and mass media (1.9%).
* The least frequent institutional affiliation was to information agencies (0.3%).

Table 11-2. This table looks at the peer/kin network affiliations of other human entities involved in focal situations.

* In general, a large majority (more than 60%) of the other human entities did have some sort of recognizable peer/kin network affiliation.
* More than half of these were affiliated as family or relatives (37.9%).
* The next most frequent peer/kin affiliation was that of co-worker/colleague/or someone at work (10.3%), followed by friend (7.4%), neighbor (5.5%), and roommate (1.6%).

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[2] The units of analysis are the same for all seven tables in this chapter.

Table 11-3. This table looks at the nature of involvement of other human entities in the respondent's focal situation. Essentially, the categories of this table are descriptive of the apparent relationship between the respondent and each of the other entities that were directly involved in the focal situation. Since every one of the nine involvement states was considered for each of the other entities, it is possible for a single entity to be involved in more than one kind of relationship with the respondent. Thus, for example, one entity might be viewed as a) a professional, b) who helped or facilitated something for the respondent, and c) who was seen as having control over the respondent.

- Almost half (43.5%) of the other entities were viewed as having the same role as the respondent.
- The next most frequent type of involvement was that of an entity needing help (24.4%), as opposed to the third most frequent relationship: the other entity being a helper or facilitator of something for the respondent (19.1%).
- Of all the entities mentioned, only a few (8.8%) were viewed as being helped by the respondent.
- Concerning negative relationships with the respondent, 13.0% of the other entities were viewed as blockers, victimizers, or barriers; and 11.1% were seen as objects of the respondent's antagonism.
- Only 13.8% were involved as professionals, and only 9.8% were seen as having control over the respondent.
- 16.5% were viewed as entities with whom the respondent would like to make some sort of connection.

Table 11-4. This table compares the nature of the other entity involvement for respondents with resolved versus unresolved situations.

- Overall, whether or not the respondent reported his focal situation as resolved or unresolved made very little difference with respect to the nature of the involvement of other entities.

- * The single exception was that respondents with resolved situations gave more entities as helpers or facilitators (26.5%) than respondents with unresolved situations (14.4%).

Table 11-5. This table compares the nature of the other entity involvement across the decision, problem, worry, and comprehending index states.

- * The most marked difference occurred with those entities who were regarded as having the same role as the respondent. There was a difference of 12 percentage points between the entities involved in decisions and the entities involved in comprehending situations. For those involved in focal situations indexed as decisions, 50.0% were viewed as having the same role as the respondent; for worry situations, 47.5%, for problem situations, 41.2% and for comprehending situations 38.7%.

- * There was also an appreciable difference, associated with the index states in those entities viewed as helping or facilitating something for the respondent: 22.6% of the entities in the decision situations, and 21.6% of the entities in the comprehending situations were considered to be in this helper role, whereas only 13.3% of the entities in the worry situations were considered to be in the helper role. For problem situations, the comparable figure was 18.1%.

- * For the remainder of the involvement relationships, the situation index states made little notable difference.

Table 11-6 and 11-7. These two tables look at the nature of involvement of peer/kin and institutionally affiliated entities. Table 11-6 compares the nature of involvement of entities with no institutional affiliation to those with merchant/seller affiliations and those with other institutional affiliations. Those in the other category consist primarily of representatives of non-profit organizations (educational, social service, religious, political, and governmental). Table 11-7 compares the nature of involvement of entities with no peer/kin affiliation to those with peer/kin affiliation. For purposes of the findings below, comparisons are made between the peer/kin entities, the merchants/sellers, and the other institutional entities.

* While 50.4% of the peer/kin entities were seen as having the same role as the respondent, only 12.7% of the merchants/sellers were seen this way and 29.1% of the other institutional entities.

* While only 15.7% of the peer/kin entities were seen as having a gap with the respondent (i.e. being someone the respondent wanted to make contact with), 36.4% of the merchants/sellers were seen this way and 25.5% of the other institutional entities.

* While 27.5% of the peer/kin entities were seen as needing help, this was true of only 10.9% of the merchants/sellers and 23.6% of the other institutional entities.

* Only 6.8% of the peer/kin entities were seen as professionals, compared with 29.1% of the merchants/sellers and 47.3% of the other institutional entities.

* Only 15.3% of the peer/kin entities were seen as helpers, compared with 36.4% of the merchants/sellers and 23.6% of the other institutional entities.

* In all, 11.4% of the peer/kin entities were seen as blocker/vicitimizers, compared with 20.0% of the merchants/sellers and 16.4% of the other institutional entities.

* While 8.1% of the peer/kin entities were seen as objects of antagonism, 16.4% of the merchants/sellers were seen this way as were 12.7% of the other institutional entities.

* In all, 11.0% of the peer/kin entities were seen as someone the respondent was helping, compared with 5.5% of the merchants/sellers and 9.1% of the other institutional entities.

* Only 8.1% of the peer/kin entities were seen as having control over the respondent, compared to 30.9% of the merchants/sellers and 14.5% of the other institutional entities

Conclusions and implications

Basically, the intent of this chapter is to take a broader view of the other entities who may be involved in a potential client's focal situation than has been done in the past. Central to this broader view is the idea of allowing the respondent to indicate those other entities that are directly involved, and to describe the nature of that involvement. Investigating the kinds of affiliations significant others may have with the respondent and their functional relationships, is a departure from past studies which have concentrated primarily on others who have been helpful and the quality of that helpfulness. This chapter, then, looks at respondent-identified significant others (as opposed to researcher-defined "helpful" others) and inquires into a variety of involvement relationships (as opposed to only the helping relationship) in a specific situational context relevant to the respondent (as opposed to some client-practitioner situation which has usually been defined from the practitioner's perspective or has been hypothetical).

* The findings of the frequency with which peer/kin versus institutional entities were named agree with the past research. Most of the entities were identified as having peer/kin affiliations. While 62.6% were peer/kin, only 29.2% were institutional.

* Of the institutional entities, nearly half were not representatives of non-profit organizations (e.g. governmental, educational, mass media, social service). Instead, the majority of the institutional entities were merchants/sellers of products and services. This confirms the past research which shows the everyday contact with the non-profit agencies organized to give help and service is relatively low.

* The analysis of the nature of involvement of the entities further clarifies this picture. Representatives of non-profit organizations were not the most likely to be identified as "helpers." Most likely were the merchants/sellers: 36.4% compared to 23.6% for other institutional entities. In addition, 15.3% of the peer/kin entities were explicitly identified as helpers. When intersected with the findings above on the relative frequency of contact with the different entities, this finding again supports the prior research: relatively few people seek out non-profit "helpers." If anything, this finding suggests that people find help when and where they can, sometimes in unlikely places.

- * The other major portrait that emerges from the comparison of peer/kin versus institutional entities is that despite some expected differences (e.g. peer/kin were much less likely to be identified as professionals), both groups of entities show a great deal of diversity in their nature of involvement. This is, perhaps, the most important finding. This study has purposely avoided cross time-space attributes of the respondent with the rationale that these are too gross measures to be useful in the context of situation-facing. The same rationale may be applied to the attribution of other entities with cross space-time attributes. These are labels removed from behavior. This line of thinking is supported by the fact that 16.4% of the other institutional entities (i.e. those from primarily non-profit organizations) were identified as blockers/victimizers and 12.7% were identified as objects of antagonism. The title of "helper" doesn't necessarily mean that help is delivered in the eyes of the recipient.

* It is interesting, too, to note that only one institutional entity out of 55 was explicitly identified as being a representative of an information agency. This finding agrees with others in this report. While people are constantly informing themselves, they rarely say they are seeking information.

* One other finding needs mention. Nearly half of the other entities were considered to be people in the same role in the situation as the respondent. Thus, these entities were fighting the same causes, suffering the same woes, making the same decisions. In addition, 24.4% of the entities were identified as needing help. From these two findings an interesting implication for the information practitioner emerges: the notion of the hidden client. This data suggests that the actual client may be moving with or for at least one other person. These findings agree with those of Chapter IX on the embeddedness of situations. It is reasonable to expect that a client in a situation with one or more hidden clients will behave somewhat differently than one who is moving alone. At the very least, the client is somewhat constrained because he is not moving alone.

Table 11-1

Distribution of institutional affiliations of other human entities involved in focal situations (General Population Sample only).

INSTITUTIONAL AFFILIATION	PERCENTAGE OF OTHER HUMAN ENTITIES
No institutional designation	70.8
Mass media	1.9
Information agency	0.3
Merchant/seller of product or service	14.6
Governmental organization or group	1.3
Social service/charity/church	3.5
Educational organization	5.3
Political organization	1.3
Other institution	1.1
TOTAL OTHER HUMAN ENTITIES	100.0[b] (n=377)[a]

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[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities. The discrepancy between this total n and the n in the table above is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 11-2

Distribution of peer-kin network affiliations of other human entities involved in focal situations (General Population Sample only).

PEER-KIN NETWORK AFFILIATION	PERCENTAGE OF OTHER HUMAN ENTITIES
No peer-kin network given	37.4
Family/relative	37.9
Friend	7.4
Neighbor	5.5
Co-worker/colleague/someone at work	10.3
Roommate	1.6
TOTAL OTHER HUMAN ENTITIES	100.0[b] (n=380)[a]

[a] The units of analysis for this table are other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 11-3

Distribution of nature of involvement of other human entities involved in focal situations (General Population Sample only).

NATURE OF INVOLVEMENT Was the entity presented as ...	PERCENTAGE[b] OF OTHER HUMAN ENTITIES
Having the same role as R?	43.5
Having gap with R?	16.5
Needing help?	24.4
A professional?	13.8
A helper or facilitator of something for R?	19.1
A blocker/victimizer/or barrier to R?	13.0
An object of antagonism?	11.1
Someone helped by R?	8.8
Someone who has control over R?	9.8
TOTAL OTHER HUMAN ENTITIES	(n=377)[a]

[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities. The discrepancy between this total n and the n in the table above is due to missing data.

[b] Each of the 9 involvement states was coded independently as a dichotomous variable. This table presents the percentage of other human entities that were portrayed as "Having the same role as R," for example, regardless of whether they were portrayed also as "Having a gap with R" or not. Because these codings were independent of each other, the percentages should not be summed. The baseline for each percentage is n=377.

Table 11-4

Comparison of the nature of involvement of other human entities in unresolved versus resolved focal situations (General Population Sample only).

NATURE OF INVOLVEMENT Was the entity presented as ...	PERCENTAGE OF OTHER HUMAN ENTITIES		
	Unresolved Situations	Resolved Situations	All Human Entities[c]
Having the same role as R?	44.3	42.2	43.5
Having gap with R?	17.0	15.7	16.5
Needing help?	23.9	25.2	24.4
A professional?	12.6	15.7	13.8
A helper or facilitator of something for R?	14.4	26.5	19.1
A blocker/victimizer/or barrier to R?	14.4	10.9	13.0
An object of antagonism?	11.3	10.9	11.1
Someone helped by R?	8.3	9.5	8.8
Someone who has control over R?	10.9	8.2	9.8
TOTAL OTHER HUMAN ENTITIES[b]	(n=230)	(n=147)	(n=377)[a]

[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities. The discrepancy between this total n and the n in the table above is due to missing data.

[b] Each of the 9 involvement states was coded independently as a dichotomous variable. This table presents the percentage of other human entities that were portrayed as "Having the same role as R," for example, regardless of whether they were portrayed also as "Having a gap with R." Because these codings were independent of each other, the percentages should not be summed.

[c] This column is a repetition of the data set out in Table 11-3, showing the distribution of the nature of involvement of other human entities regardless of whether the situation was resolved or not.

Table 11-5

Comparison of the nature of involvement of other human entities in decision, problem, worry, and comprehending index states (General Population Sample only).

NATURE OF INVOLVEMENT Was the entity presented as ...	PERCENTAGE OF OTHER HUMAN ENTITIES Decision	Problem	Worry	Comprehending	All Human Entities[c]
Having the same role as R?	50.0	41.2	47.5	38.7	43.5
Having gap with R?	18.3	18.7	12.0	17.6	16.5
Needing help?	27.4	22.0	25.3	26.6	24.4
A professional?	15.6	14.3	12.7	17.1	13.8
A helper or facilitator of something for R?	22.6	18.1	13.3	21.6	19.1
A blocker/victimizer/or barrier to R?	10.8	15.4	13.3	11.1	13.0
An object of antagonism?	9.1	12.1	11.4	10.6	11.1
Someone helped by R?	7.0	6.6	5.7	7.5	8.8
Someone who has control over R?	10.2	11.0	11.4	11.6	9.8
TOTAL OTHER HUMAN ENTITIES[b]	(n=186)	(n=182)	(n=158)	(n=199)	(n=377)[a]

[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities, of which 377 were coded on the nature of involvement variables. The decision/problem/worry/comprehending comparison involves only those other entities in focal situations identified per procedures outlined in Chapter VIII as one of the index states. These other entities' ns are: 186, decision; 182, problem; 158, worry; 199, comprehending. There was no missing data for this analysis. The decision/problem/worry/comprehending state ns will not sum to 377 because the DPWC typology is a series of four dichotomous designations such that a given unit could fall into more than one category.

[b] The table reads vertically, but does not sum to 100%. Each of the 9 involvement states was coded independently as a dichotomous variable. This table presents the percentage of other human entities that were portrayed as "Having the same role as R," for example, regardless of whether they were portrayed also as "Having a gap with R" or not.

[c] This column is a repetition of the data set out in Table 11-3, showing the distribution of the nature of involvement of other human entities regardless of whether they were in decision, problem, worry, or comprehending index states.

Table 11-6

Comparison of the nature of involvement of other human entities across institutional affiliation designations (General Population Sample only).

NATURE OF INVOLVEMENT Was the entity presented as...	INSTITUTIONAL AFFILIATION[d] None	Merchant/ seller	Other	ALL HUMAN ENTITIES[c]
Having the same role as R?	52.8	12.7	29.1	43.5
Having gap with R?	10.5	36.4	25.5	16.5
Needing help?	27.3	10.9	23.6	24.4
A professional?	3.4	29.1	47.3	13.8
A helper/facilitator?	14.6	36.4	23.6	19.1
A blocker/victimizer/ barrier?	10.9	20.0	16.4	13.0
An object of antagonism?	10.1	16.4	12.7	11.1
Someone helped by R?	9.4	5.5	9.1	8.8
Someone with control over R?	4.5	30.9	14.5	9.8
TOTAL OTHER HUMAN[b] ENTITIES	(n=267)	(n=55)	(n=55)	(n=377)[a]

[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities of which 377 were coded on the "nature of involvement" variable.

[b] The table reads vertically with each percentage computed with the n at the bottom of its column as its baseline. The percentages will not sum to 100 because each of the involvement factors was coded independently as a dichotomous variable. This table presents the percentage of other human entities that were portrayed in each involvement category regardless of whether they were also portrayed in other involvement categories.

[c] This column is a repetition of the data set out in Table 11-3, showing the distribution of the nature of involvement of other human entities regardless of institutional affiliation.

[d] Entities with institutional affiliations were collapsed into two categories because of insufficient ns. See Table 11-1.

Table 11-7

Comparison of the nature of involvement of other human entities with and without peer-kin affiliation (General Population Sample only).

NATURE OF INVOLVEMENT Was the entity presented as ...	PERCENTAGE OF OTHER HUMAN ENTITIES No Peer-kin given	 Any Peer-kin affiliation	 All Human Entities[c]
Having the same role as R?	31.9	50.4	43.5
Having a gap with R?	17.0	15.7	16.5
Needing help?	19.1	27.5	24.4
A professional?	25.5	6.8	13.8
A helper or facilitator of something for R?	25.5	15.3	19.1
A blocker/victimizer/or barrier to R?	15.6	11.4	13.0
An object of antagonism?	16.3	8.1	11.1
Someone helped by R?	5.0	11.0	8.8
Someone who has control over R?	12.8	8.1	9.8
TOTAL OTHER HUMAN ENTITIES[b]	(n=141)	(n=236)	(n=377)[a]

[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities, of which 377 were coded on the "nature of involvement" variable.

[b] The table reads vertically, but percentages will not sum to 100%. Each of the involvement states was coded independently as a dichotomous variable. This table presents the percentage of other entities that were portrayed as "Having the same role as R," for example, regardless of whether they were portrayed also as "Having a gap with R" or not. The column ns for peer-kin affiliation will sum to 377.

[c] This column is a repetition of the data set out in Table 11-3, showing the distribution of the nature of involvement of other human entities regardless of peer-kin affiliation.

CHAPTER XII

INFORMATION

Purpose

In many ways, this chapter is the central chapter of this report. Information is, after all, the raison d'etre of the information practitioner. While other chapters have focused primarily on how respondents articulated their situations, how they moved through them, how they perceived them, this chapter focuses on the "information" they sought or found while moving through their situations.

There are a number of crucial differences, however, between how this report focuses on the concept of "information" and how past work approached "information needs" and "information processing."[1] The primary difference is that of who decides what information is: Most past work has assumed that information is objective, factual, reality describing; this report allows respondents to define information as whatever they "tried to find out or learn or come to understand." In other words, the definition of information used in this report is receiver-based rather than observer-imposed. This is an important difference, because one of the premises of this report states that information per se is rarely an end product in an individual's life facing processes. Thus, when information is used or sought or created, it is for other purposes (e.g. to make decisions, to get reassurances, to remain calm, to control self). Information can almost be thought of as a detour on the individual's journey through time-space. He is going somewhere; for some reason, he can't keep going in the same direction; he then stops and informs himself by some means (either by purposive collection of information, by thinking, by making new observations, and so on). It is assumed that this "informing" process goes on often and actively; yet when one asks an individual what "information" he collected on his journey, the question demands an answer based on a definition of information as factual material secured externally.

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[1] See Chapter II for relevant citations and a discussion of these differences.

Hence, a second major difference in this report concerns the concept of information. Typically, past work has emphasized only factual or objective information. This report, in contrast, emphasizes anything that helps the individual inform himself as he moves through his journey. This report recognizes as information INFORMATION$_1$ (factual information), cognitive reorganization which yields a new understanding (INFORMATION$_2$), and linked combinations of the two. As an individual moves through a situation, it is assumed that he makes constant assessments of objective reality and fits these into his internal reality by utilizing a set of self-informing behaviors that can be thought of as an additional type of information (INFORMATION$_3$). This chapter focuses on all three types of information posited axiomatically in Chapter II.

Finally, there is a third difference in how this chapter looks at information. Although most past work has assumed that the purpose of getting information is to make good decisions, this chapter assumes that there are multiple purposes for seeking or creating information. These purposes can be thought of as the utilities of information, the functional units. Although traditional information systems think of their functional units as being information delivery (e.g. one purpose of a library is to circulate books; one purpose of a television station is to air programs), this chapter assumes the user thinks in different terms. The user is on his own journey: As suggested above, information use per se is not the intent of his journey;

decisioning per se may not be the purpose of his journey. Since people move through many different kinds of situations and see them in many different ways, some situations as seen by individuals in them, simply may not be amenable to decisions. Further, there are multiple purposes for journeys, and any one journey may have a number of such purposes. An individual in a situation which he sees as being unresolvable, for example, may simply want to inform himself about means of maintaining self control; or an individual who feels he is being put upon by some external force may simply want to seek reconfirmation of this perception.

The purpose of this chapter, then, is to take a different look at "information" than has been possible because of the constraining assumptions in past work. The purpose has three major focuses: 1) to determine WHAT individuals moving through everyday situations called "information"; 2) to determine HOW these individuals sought or created this information; and 3) to determine WHAT USE they put the information to.

All three foci are important for the potential information practitioner-client interaction. Past literature shows that the number of citizens who use formal information agencies for their everyday situations is low. The data in this chapter may allow an enlarged vision of the potential role of formal information agencies -- a vision which suggests a more realistic role, a role which fits in with the ways people actually face situations, rather than a role based on assumptions about how people ought to face situations.

This chapter focuses on the three guiding questions through a series of specific questions. These are:

1) What "things" did respondents try to find out or learn or come to understand?

2) How easy was it for them to find these things?

3) How did they go about finding them? Did they use formal sources? Did they make their own observations? Did they rely on their own internal resources?

4) How successful were they in finding them?

5) How helpful were the things they found? How did the things help; what uses did they make of the things they found?

Variables in this chapter

Focus variables: In this chapter, there are ten focus variables.

These are:

* Number of information things. This variable simply counts the number of different information things the respondent tried to find in his focal situation. (See variable 27 in Table 5-1.)

* Information types. The general purpose of this variable is to tap the nature of the things the respondent wanted to find. The content analysis scheme was applied to the information things respondents tried to find in their focal situations. (See variable 28 in Table 5-1.)

* Ease of finding. This variable taps respondent reports of how easy it was to find information things in their focal situations. Each respondent was asked whether it was easy, hard, or impossible to find each information thing they tried to find. (See variable 29 in Table 5-1.)

* Number of professional sources used. This variable taps the number of professional sources respondents used in their attempts to find information things in their focal situations. (See variable 30 in Table 5-1.)

* Number of institutional sources used. This variable taps the number of institutionally-connected sources respondents used in their attempts to find information things in their focal situations. (See variable 31 in Table 5-1.)

* Institutional affiliation of other human entities/sources. This qualitative variable taps the type of institutional affiliation (e.g. mass media, information agency, merchant/seller of product or service, etc.) of the other human entities (individuals or groups) involved in each respondent's focal situation. The qualitative scheme was applied to the sources used for finding information things. (See variable 24 in Table 5-1.)

- Success in information seeking. This variable taps whether an information thing the respondent tried to find in a focal situation was successfully found. (See variable 32 in Table 5-1.)

- Tactic analysis. This variable qualitatively describes the behaviors by which respondents "informed" themselves or made sense out of their situations. The coding is organized around five categories of tactics designed to describe fundamental controlling behaviors -- pointing, connecting to sources, stopping, continuing, and repeating. The tactic analysis was applied to the report of how information things were found. (See variable 19 in Table 5-1.)

- Helpfulness of tactics/information. A number of times in the questionnaire, respondents were asked whether things they did or things they learned about helped or did not help. The result yielded a dichotomous yes/no variable. For this chapter, the helpfulness analysis was applied to respondent resports of what information things they found in the process of moving through their focal situations. (See variable 22 in Table 5-1.)

- Utilities of tactics/information. Regardless of the answer given in terms of helpfulness (see variable 21 cited above), each respondent was asked how each information thing found was helpful or why it was not helpful. These responses tapped the uses or utilities the respondent obtained from the information thing. The analysis focuses on the functional unit as seen by the respondent. Was an information thing helpful because it helped him make progress? plan? understand? control self? For the purpose of this chapter, the analysis was applied to respondent reports of the information things they found in the process of moving through their focal situations. (See variable 23 in Table 5-1.)

Comparison variables. Two comparison variables in this chapter amplify the portrait derived from the focus variables.

These are:

- Initial resolution state. This variable taps the respondent's perception of the resolution state (unresolved or resolved) of his situation at the point of initial articulation. The purpose is to see whether there is a difference in information seeking and use between unresolved and resolved situations. (See Chapter III for a full discussion of resolution state.) Basically, the variable taps whether the respondent saw his situation as done or not done. Intertwined in the concept are dimensions of time (was the situation around long enough to be resolved?) and resolvability (was the situation resolvable or problematic?) (See variable 4 in Table 5-1.)

* Decision, problem, worry, and comprehending index states (DPWC). This variable taps how respondents saw themselves in their situations. (See Chapters III and VIII for full discussion.) Basically, the variable taps the extent to which respondents saw their situations as decisions (where a choice was needed between two or more alternatives); problems (where a goal was known but an obstacle stood in the way); worries (where nothing could be done and where control was lacking); or comprehending situations (where the respondent wanted the facts or wanted to understand what was going on). Strictly speaking, there are four variables since each situation could have potentially fallen into none or one to four of the index states. There was, in fact, about 50% overlap. (See Chapter VIII.) Comparisons will be made across the DPWC states on the focus variables listed above. Because of the overlap in DPWC states, however, these comparisons should be seen as conservative indications of the potential differences that exist. (See variable 11 in Table 5-1.)

Table 12-1. Respondents were asked how many things they tried to find out (i.e. information things) with respect to their focal situations. Thus, this chapter is concerned with information units as seen through the eyes of the respondent. This table looks at the number of information things respondents tried to find. The units of analysis are the 267 focal situations identified by the General Population sample in Section II of the questionnaire.

* Respondents tried to find an average of 1.5 information things per focal situation.

* In 72.7% of the focal situations, respondents reported that they looked for one or more information things.

* Only 6.7% of the respondents tried to find four or more information things, while 27.3% of the respondents did not mention any things that they tried to find out with regard to their focal situations.

Table 12-2. The information things respondents tried to find were coded into types or kinds of information following the categories set out in Content Analysis scheme #25. There were six major categories of information in the scheme: 1) assessing the situation or system; 2) learning

options and alternatives; 3) locating oneself, situation, or others in time and space; 4) learning reasons, causes, history, and underlying motives; 5) turning to others for their ideas, opinions, and agreement; 6) finding procedures for implementing a solution or dealing with the situation. These major categories were divided into 54 sub-categories. This table looks at the sub-categories of the types of information things respondents tried to find. For each respondent, up to a maximum of four information things were coded. The units of analysis for this table are the 397 information things General Population respondents tried to find.

* Respondents looked for many types of information in dealing with their focal situations. However, seven sub-types accounted for over 50% of the things respondents tried to find. In descending order of frequency of occurrence these were: what are resources/services, 11.1%; what caused/what are reasons for this situation, 9.3%; what information can I get, 8.8%; what were the underlying motives/reasons, 7.3%; what are options, 5.8%; what are rules/laws, 5.5%; and what are directions for implementing solution, 5.5%.

* Within each major category of information types, a few items or sub-types tended to account for most of the information things.

* Respondents who were trying to assess the situation or the system tended to be trying to find either what resources and services were available (11.1% of all information seeking) or what the rules and laws were (5.5%).

* Respondents trying to learn options and alternatives tended to focus on finding out any or all possible options (5.8%) rather than more specific information about options.

* Respondents who looked for information which would put their situations into a larger context tended to be most concerned with how the situation would turn out. They mainly wanted to know what the consequences of a specific action would be (2.3%) and whether or not the situation would be resolved (1.5%).

* Respondents were often trying to find reasons and causes of their situations (9.3%), or the underlying motives and reasons of others (7.3%) -- two sub-types which account for the majority of information things characterized as learn reasons/causes/underlying motives/history.

* Turning to others for ideas/opinions/agreement was one of the less frequently coded major categories. Respondents looking for this type of information tended to focus on finding out the opinions and desire of others (2.5%) or finding out if others were in agreement (2.3%).

* Respondents looking for procedures tended to try to find out fairly concrete things — either by searching for any information they could get (8.8%), or by trying to find out directions for implementing a solution (5.5%).

Table 12-3. This table looks at the major categories of information types respondents tried to find in their focal situations. The units of analysis are the same as for Table 12-2.

* Respondents tried to assess the situation or the system more often than they tried any other major category of information-seeking. 28.0% of all information things were characterized as assessing the situation/system.

* Two other categories reached levels of 19.0% or greater: 19.4% dealt with procedures for implementing a solution or dealing with the situation; and 19.9% concerned learning reasons/causes/underlying motives/history.

* Less frequently, respondents tried to find out information about options or alternatives (13.1%), or about the ideas, opinions, and agreement of others (10.3%).

* Information things were least frequently seen as attempts to locate self/one's situation/or others in time and space (9.3%).

Table 12-4. For each information thing respondents tried to find out, they were asked if it was easy, hard or impossible to find out the information. This table looks at the distribution of information things described as easy, hard or impossible to find out. The units of analysis are the same as for Table 12-2.

* Respondents described over half (53.9%) of the information things as easy to find out.

* About one-third (32.8%) of the information things were hard to find out.

* Only 13.3% of the information things respondents sought were impossible to find out.

Table 12-5. Where or from whom did respondents find out the information they sought in moving through their situations? This table looks at number of professional sources and number of institutional sources respondents used in finding things. The units of analysis are the same as for Table 12-2.

- * Respondents' use of either professional or institutional sources in finding information things was low (less than 30% for both).
- * Respondents made slightly more use of institutional sources (for 27.8% of the information things they tried to find), than of professional sources (for 22.7%).
- * When respondents did consult professional or institutional sources, they seldom used more than one source of either type. Two or more institutional or professional sources were rarely used (only 2.3% in both cases).

Table 12-6. This table looks at the institutional affiliation of the institutional sources respondents used to find things. The units of analysis are the same as for Table 12-2.

- * Because the incidence of institutional source use was low, the frequencies in this table were small.
- * Of all institutional sources used, respondents turned most often to merchants to find things out. Merchants served as sources in 7.3% of all information things, representing 24.8% of all institutional source use.
- * Two other types of institution were used for more than 5.0% of the information things sought: sources affiliated with the mass media were used in 6.3% of the information things; and government sources were used in 5.5% of the information things.
- * Agencies defined as information agencies (e.g. libraries) were used in finding only 2.1% of the information things.
- * Of all institutions listed, political organizations were used least frequently. They were used for only 0.5% of the information things.

Table 12-7. For each information thing they tried to find, respondents were asked if they succeeded. This table looks at the success, or lack of it, respondents had in finding things about their focal situations. The units of analysis are the same as for Table 12-2.

- Respondents were successful in finding out over two-thirds (68.6%) of the things they tried to find.

Table 12-8. This table focuses on the information-seeking behaviors of respondents or the tactics they used to find information things for their focal situations. The table looks at the major categories of tactics respondents used. Each information thing a respondent tried to find was coded on a maximum of two tactics. The units of analysis are the 397 General Population tactics for information things.

- As might be expected, the most common tactic used in finding information was active connection to sources (59.3% of all tactics used).
- The next most frequent tactic used in information seeking was respondents pointing or directing themselves (19.1%).
- Only two other tactics were used with a relative frequency of more than 6.0%: respondents stopping themselves (7.6%); and respondents being pointed or directed by others (6.4%).
- Three major tactic categories were never used: continuing or agreeing, being agreed with, and being made to repeat.

Table 12-9. This table looks at the helpfulness of the information things which respondents successfully found. The units of analysis are the 257 things successfully found by General Population respondents.

- Respondents reported that over three-fourths (79.0%) of the things they found were helpful to them in their situations.
- Only 21.0% of the things found were not helpful.

Table 12-10. Depending on whether an information thing was helpful or not, respondents were asked how it helped or why it didn't help. These reasons were seen as tapping the utilities or functional units of information. This table looks at the sub-categories of reasons given on how information helped or why it didn't. The units of analysis are the same as for Table 12-9.

- In general, respondents gave a wider variety of reasons why information things helped than of reasons why they didn't help.

- For 43.1% of the things which were not considered helpful, respondents gave the reason situation not resolved.

- The two other most frequent reasons that information didn't help were: it didn't help me accept the lack of a resolution, 7.8%; and it didn't increase my options, 7.8%.

- There were three other reasons given why information didn't help which reached levels of 5.0%: it didn't help me to understand the situation 5.9%; it didn't calm me down, 5.9%; and it just didn't help, 5.9%.

- The reason most often named by respondents for why something did help was: it helped to understand the situation (for 15.5% of the helpful information things).

- Other sub-categories reaching levels of 5.0% or more were: it helped resolve the situation, 14.0%; it pointed to resolution, 9.0%; it helped me understand what moves to make, 6.5%; and it calmed me down, 7.5%.

- Some of the more frequently mentioned reasons why information was helpful were also given (in negative form) for why information was not helpful. However, this finding applies to only a few sub-categories (e.g. situation got/didn't get resolved, helped/didn't help understand the situation, calmed/calmed me down), and even in those cases the difference in frequency of mention was generally quite large.

Table 12-11. This table looks at the major categories of reasons how information helped or why it didn't. The units of analysis are the same as for Table 12-9.

- When reviewed in terms of major categories, the helping versus non-helping information category still showed differences in the diversity of reasons given. Non-helping information was evaluated for the most part (54.9% of all reasons) in terms of not helping respondents make progress towards a resolution. The second most frequent reason (13.7%) was didn't give clarification/understanding, and the third most frequent (11.8%) was didn't help in planning.

- In contrast, the reasons why information helped showed more diversity. Two categories of reasons were nearly tied for most frequent mention: 31.0% for got resolution/progress, and 30.0% for got clarification/understanding. Help in planning was cited next (19.5%), followed by got control of self/emotions (11.5%).

Table 12-12. This table looks at the number of things respondents tried to find in unresolved versus resolved focal situations. The units

of analysis are the 267 focal situations identified by the General Population sample.

- On the whole, there were only very slight differences between respondents in unresolved and respondents in resolved situations, in the number of things they tried to find out.
- Respondents in resolved situations tried to find out an average of 1.6 information things, while respondents in unresolved tried to find out an average of 1.5 information things.

Table 12-13. This table compares the major types of information things respondents tried to find in unresolved versus resolved situations. The units of analysis are the 397 information things General Population respondents tried to find.

- Respondents in resolved situations tended to look for more types of information than did respondents in unresolved situations.
- Respondents in both resolved and unresolved situations tended to look most for information to assess the situation or system.
- Respondents in resolved situations tended to look for information concerning options or alternatives more often than did respondents in unresolved situations (20.1% for resolved and 9.5% for unresolved).
- Respondents in unresolved situations tended to look for information with which to assess the situation or system more often than did respondents in resolved situations (31.6% unresolved versus 20.9% resolved).
- Respondents in unresolved situations tended to look for information about or from others nearly twice as often (12.2%) as did respondents in resolved situations (6.7%).
- Differences between unresolved and resolved situations were not as great for the other categories.

Table 12-14. This table compares the number of information things respondents tried to find across decision, problem, worry, and comprehending index states (DPWC). The units of analysis are the 267 focal situations identified by the General Population sample.

* There were rather large differences among respondents in the four DPWC states in the number of things tried to find.

* Respondents in decision and comprehending states tended to look for the greatest number of information things (an average of 1.9 and 1.6 things, respectively).

* In contrast, respondents in worry and problem states were the least prone to look for information things (an average of 1.2 and 1.4 things, respectively).

* 33.9% of the respondents in worry states and 29.4% of the respondents in problem states didn't report anything they tried to find out, in contrast to 19.2% and 16.2% for respondents in the comprehending and decision states, respectively.

Table 12-15. This table compares the major categories or types of information respondents tried to find across decision, problem, worry, and comprehending states. The units of analysis are the 397 information things General Population respondents tried to find.

* Ranking the information types in the order of their frequencies from highest to lowest, the same three categories are the the top three, in the same order, for each of the four DPWC states:1)assessing the situation or system; 2) learning reasons/causes/underlying motives/history; and 3) procedures for implementing solution/dealing with situation.

* Assessing situation/system information was sought most in worry states (32.9%) and least in decision states (25.2%).

* Learning reasons/causes/underlying motives was most frequent among respondents in problem states (22.9%) and least frequent in worry states (17.1%).

* Learn options/alternatives was sought most in decision states (13.7%) and least in problem states (6.6%).

Table 12-16. This table looks at the ease of finding the major types of information. The units of analysis are the same as for Table 12-15.

* The most sought after types of information were not always the easiest to find out.

* The type of information easiest to find out (66.7% easy, 27.8% hard, and 5.6% impossible) was locate self/situation/others in time and space. This was the least sought after type of information.

* The hardest type of information to find out was learning reasons/causes/underlying motives/history (only 38.2% easy, 32.9% hard, and 29.0% impossible). This type of information was judged most often to be impossible to find out.

- Two types of information -- assessing the situation/system, and turning to others for their ideas/opinions/agreement -- were judged to be relatively easy (60.8% and 61.0%, respectively). At the same time, these types of information were also seen as impossible to find out more often (12.2% each) than all information types except reasons/causes/underlying motives/history.

- Respondents reported that information seeking to learn options/alternatives was moderately hard (50.0% easy and 43.8% hard) but seldom impossible (only 6.3%).

Table 12-17. This table looks at the use of professional and institutional sources in finding the major types of information. The units of analysis are the same as for Table 12-15.

- Information on reasons/causes/underlying motives/history was most likely to be sought from a professional source (29.3%); assess situation/system was second most likely (26.0%); and, procedures for implementing solution/dealing with situation was next most likely (25.3%).

- Information to assess situation/system was by far the most likely to be sought from an institutional source (43.9%); turn to others for their ideas/opinions/agreement was next most likely (27.5%); procedures for implementing solution/dealing with situation was next (24.7%); and locating self/situation/others in time and space was next (24.3%).

Table 12-18. This table looks at the institutional affiliation of the institutional sources used in finding major types of information. The units of analysis are the same as for Table 12-15.

- For those things which were sought from institutional sources, the same three institutions were most frequently named regardless of information type: merchants/sellers, government, and mass media.

- There were some trends that indicated that respondents went to different institutional sources for different types of information. For example, the most often mentioned institutional sources for assessing situation/system were merchants/sellers followed by government and then by mass media. Since the number of institutional sources was very small, however, the findings are limited.

Table 12-19. This table looks at the success respondents had in finding the different major types of information. The units of analysis are

the same as for Table 12-15.

- Respondents were almost equally successful in finding out information of different types.
- The only notable exception was that respondents were by far the least successful in finding out information about reasons/causes/underlying motives/history. Respondents were successful in only about one-half of their attempts to find this information, while they were generally successful in about two-thirds of their attempts to find other types of information.

Table 12-20. This table looks at the helpfulness of the different major types of information found. The units of analysis are the 262 information things found by General Population respondents.

- Respondents described 72.0% or more of the information things they found as helpful across each of the information types.
- Information on procedures for implementing solution/dealing with situation was judged the most helpful (89.1%) while information to assess situation/system was judged the least helpful (72.4%).

Table 12-21. This table looks at the helpfulness of the different sub-categories or types of information found. The units of analysis are the same as in Table 12-20.

- In general, the sub-categories followed the same pattern as the major categories. In most of the sub-categories, respondents judged about 79.0% of the information things helpful.
- The sub-type of information least often helpful (of those with 9 cases or more) was how well does the system work? This category was judged helpful in only 55.6% of the cases where it was successfully found.
- Two sub-types of information (of those with 9 or more cases) were judged to be consistently more helpful than the average: what's the system or situation like generally (90.0% helpful), and what information can I get (88.5% helpful).

Table 12-22. For both helpful and non-helpful information things, respondents were asked how they helped or why they didn't help. These reasons are seen as the utilities of the different types of information. This table looks at the utilities of the different information types for both helpful and non-helpful information. The units of analysis are

the same as for Table 12-20.

- * Reasons why information types helped varied more across helpful information things than across non-helpful things.

- * For the most part, non-helpful information types were all judged as non-helpful because they didn't help respondents make progress toward resolution. There were a few exceptions, but the number of cases was too small to allow confidence in the findings.

- * The major findings on the utilities of helpful information types was that each type showed considerable diversity across reasons. Most information types had two or three categories of reasons which were about equally mentioned.

- * Information on assessing the situation/system was judged most helpful because it allowed respondents to make progress (45.2%) and clarified reasons (30.2%).

- * Learning options/alternatives was judged most helpful because it allowed respondents to make progress (33.3%), get support (20.0%), and plan (16.7%).

- * Locating self/others/situation in time and space was most helpful because it helped respondents plan (35.0%) and clarify reasons (35.0%).

- * Learning reasons/causes/underlying motives and turning to others for ideas/opinions/agreement both showed the least diversity. They were judged helpful primarily because they clarified reasons (42.3% and 40.9%, respectively).

- * Procedures for implementing solution was judged most helpful because it helped respondents make progress (37.5%), helped in planning (22.9%), and clarified reasons (27.1%).

Table 12-23. This table compares the ease of finding information for respondents in unresolved versus resolved situations. The units of analysis are the 397 information things respondents said that they tried to find.

- * Respondents in unresolved situations judged information harder to find out than did respondents in resolved situations.

- * Respondents in resolved situations found more things easy (61.7% for resolved versus only 49.8% for unresolved), and fewer things hard to find out.

- Respondents in unresolved situations also found more things to be impossible to find out (15.1% unresolved versus 9.8% resolved).

Table 12-24. This table compares the ease of finding information for respondents in decision, problem, worry, and comprehending states (DPWC). The units of analysis are the same as for Table 12-23.

- In general, respondents who described themselves in any of the four DPWC states found information less often easy to find and more often hard to find, than was the average for all respondents with focal situations.
- Respondents in worry situations described information as easiest to find out (53.8% easy and 46.2% hard or impossible) while respondents in problem states described information as hardest to find out (only 46.7% easy and 53.3% hard or impossible).

Table 12-25. This table looks at the ease of finding information for individuals who used professional and institutional sources. The units of analysis are the same as for Table 12-23.

- Both respondents who used professional sources and those who used institutional sources (47.7% hard or impossible for professional, 50.4% hard or impossible for institutional) described information as being harder to find out than those who didn't use those two types of sources (45.4% hard or impossible for those who did not use professionals, 44.6% for those who didn't use institutional).

Table 12-26. This table looks at the ease of finding information sought by different major tactic categories. The units of analysis are the 487 tactics for information things named by General Population respondents.

- Respondents reported that information was harder to find out using some tactics than others. Findings below are based on tactic categories with more than ten cases.
- Respondents who were stopping themselves found it harder (68.8% hard or impossible) to find things than did respondents who were connecting to sources (52.0% hard or impossible) or those who were pointing or directing themselves (49.4% hard or impossible).
- When respondents were being directed or pointed by others,

they were able to find out the things they tried without much difficulty. Only 19.4% of the things they tried to find out were described as hard, and none were described as impossible.

Table 12-27. This table looks at the success of finding information things for respondents in unresolved versus resolved situations. The units of analysis for this table are the 397 information things General Population respondents tried to find.

* Respondents in resolved situations were more successful in finding information things than were respondents in unresolved situations (73.5% successful in resolved versus 66.0% successful in unresolved).

Table 12-28. This table compares the success of finding things for respondents in decision, problem, worry, and comprehending states. The units of analysis are the same as for Table 12-27.

* Although differences among the four states were not large, respondents in problem situations were the least successful in finding things (58.6% success), while respondents in decision states were the most successful (67.1% success).

Table 12-29. This table looks at the success of finding information things from professional sources and from institutional sources. The units of analysis are the same as for Table 12-27.

* Individuals who used either professional or institutional sources were somewhat less successful in finding information than respondents who didn't use these sources.

* Individuals who used either professional or institutional sources were slightly less successful in finding information than respondents who didn't use these sources. Information things sought from professionals were found 63.6% of the time, in comparison with 71.3% of those things sought from non-professionals. Information things sought from institutional sources were found 66.4% of the time, in comparison with 69.7% sought from non-institutional sources.

Table 12-30. This table looks at the success of finding information using different tactics. The units of analysis are the 486 tactics for information things named by General Population respondents. The findings

below are based on tactic categories with 10 or more cases.

- * There were some large differences in success in finding things using various tactics.
- * Respondents being pointed or directed by others were extremely successful (92.6% success) in finding things out.
- * Respondents stopping themselves (e.g. to think, to disconnect, to procrastinate) met with relatively little success in finding things (only 57.1% success).
- * Respondents directing themselves or connecting to sources were successful in finding things two-thirds or more of the time (70.7% for pointing/directing and 66.7% for connecting to sources). Respondents who were acting as observers were equally successful (70.0%).

Table 12-31. This table compares the success respondents had in finding things for information they described as easy, hard, or impossible to find out. The units of analysis are the 397 information things General Population respondents tried to find.

- * The easier that respondents said information was to find out, the more success they reported in finding it out.

Table 12-32. This table looks at the use of professional and the use of institutional sources by respondents in unresolved versus resolved situations. The units of analysis are the same as for Table 12-31.

- * Individuals in unresolved and those in resolved situations tended to use professional sources with about the same frequency (23.0% for unresolved and 22.1% for resolved).
- * Respondents in resolved situations tended to use institutional sources less frequently than those in unresolved situations (15.8% of resolved used institutional versus 35.3% of unresolved).

Table 12-33. This table compares the use of professional and the use of institutional sources by respondents in decision, problem, worry, and comprehending states (DPWC). The units of analysis are the same as for Table 12-31.

- * Respondents in all four states tended to use institutional sources slightly more often than professional sources.
- * There was very little relative difference in the use of either professional or institutional sources associated with the DPWC states.

- The only slight exception was that respondents in worry states tended to use both professional sources and institutional sources more often than did respondents in the other states.

Table 12-34. This table compares the helpfulness of information found for respondents in unresolved versus resolved situations. The units of analysis are the 262 information things successfully found by General Population respondents.

- Respondents in resolved situations reported that the things they found out were more often helpful than did respondents in unresolved situations (89.8% helpful for resolved versus 72.3% helpful for unresolved).

Table 12-35. This table compares the helpfulness of information found out for respondents in decision, problem, worry, and comprehending states. The units of analysis are the same as for Table 12-34.

- While individuals in problem and comprehending situations found information helpful to about the same degree (78.9% for problem and 78.6% for comprehending), there were larger differences between individuals in decision and worry states.

- Respondents in decision states found more information (82.4%) helpful to them, while respondents in worry states found less information helpful (70.1%).

Table 12-36. This table compares the reasons why information helped or didn't help for respondents in unresolved versus those in resolved situations. The units of analysis are the same as for Table 12-34.

- Respondents in both states tended to evaluate the helpfulness of information in terms of whether or not it helped them make progress toward a resolution.

- Got resolution/progress was the most often given reason why information found didn't help for respondents in both resolved and unresolved situations (53.7% unresolved and 60.0% resolved). It was also the most often given reason why information found helped respondents in resolved situations.

- The most frequent reason given for how information helped by respondents in unresolved situations was got clarification or understanding (33.6%).

- Respondents in unresolved situations tended to give a wider variety of reasons why information didn't help than did respondents in resolved situations.

Table 12-37. This table compares the reasons why information helped or didn't help in decision, problem, worry, and comprehending states (DPWC). The units of analysis are the same as for Table 12-34.

- There was very little difference among the four DPWC states in the reasons why information helped or didn't help. Respondents in all four states tended to evaluate the helpfulness of information in terms of its contribution, or lack of it, toward a resolution.
- However, respondents in decision states gave got clarification or understanding as the most frequent reason why information helped (30.8%). This reason was the second most frequent for all the other DPWC states for both helpfulness and lack of helpfulness.
- Respondents in all four DPWC states gave a wider variety of reasons on how information helped than on why it didn't.

Conclusions and implications

In general terms, this chapter has three major foci. The first is to determine WHAT individuals moving through everyday situations called "information"; the second is to determine HOW these individuals sought or created this information; the third is to determine WHAT USE they put the information to.

The tables in this chapter provide a great deal of data which speaks to the three foci above. In terms of the specific questions put forth at the beginning of this chapter, only the most important findings will be summarized below.

What "things" did respondents try to find out or learn or come to understand? This question speaks specifically to the issue of WHAT individuals moving through situations called information.

- Respondents did try to find things out about their focal situations: 72.7% reported that they looked for one or more information things. Generally, then, despite the fact that in earlier analyses respondents make little reference to being in "information need" states or "comprehending" states (see Chapter VII), when asked directly if they tried to find out or learn or come to understand anything, these respondents said they had tried to find an average of 1.5 information things per person. This finding suggests that the role of the information practitioner is clearly appropriate, in that citizens are trying to find something that they call "information."

- The amount of information seeking differed across the decision, problem, worry and comprehending states. As might be expected, respondents in decision states sought more information things on the average (1.9), while respondents in worry states sought less (1.2). Respondents in comprehending and problem states were in between (1.6 and 1.4 respectively). Even though the number of information things sought by respondents in worry situations was less in a comparative sense, in an absolute sense information seeking did take place even for respondents who felt they lacked control. Present information systems are designed primarily to serve citizens who are in decision states. This data suggests that there is a broader role for the information practitioner.

- Respondents in all kinds of situations sought a wide variety of different types of information. Of the 56 different subcategories of information types, only 6 had no cases. Even the most often cited category -- what are resources/services -- had only 11.1% of the information things coded in it. The same pattern was obtained when the information types were grouped into six major categories. Further, the types of information sought ranged from categories that were more clearly objective information (i.e. learn options/alternatives) to those that were less clearly objective information (i.e. learn reasons/causes/underlying motives/history and turn to others for their ideas/opinions/agreement). Existing systems are oriented to dealing primarily with objective information (posited as INFORMATION_1 in Chapter II). These results suggest that new forms of service will need to be developed in order to help clients with the broad set of things they call information.

- Interestingly, only 13.1% of the information things sought focused on learning options/alternatives. The major categories were assess situation/system (28.0%), learn reasons/underlying motives/causes/history (19.9%), and procedures for implementing solution/dealing with situation (19.4%). Least mentioned were: turn to others for their ideas/opinions/agreement (10.3%), and locate self/situations/others in time and space (9.3%). Again the results suggest that the traditional decision-making model of information delivery may be too limited.

- What kinds of information respondents were looking for did vary across resolution state and across the decision, problem, worry, and comprehending index states. Respondents in unresolved situations were more likely than those in resolved situations to seek information to assess system/situation, and turn to others for their ideas/

opinions/agreement. They were less likely to seek information on options/alternatives. Respondents in worry states were more likely to seek information to assess system/situation; respondents in decision states were least likely to seek this information type. As would be expected, respondents in decision states were more likely than respondents in other states to seek information on options/alternatives; respondents in problem states were more likely to seek information on reasons/causes/underlying motives/history. The findings, then, indicate that respondents at different points in time and moving in different directions seek somewhat different types of information. Awareness of such differences should be helpful to the information practitioner.

How easy was it for respondents to find information things? This section reviews respondent assessments of the ease of finding information.

- Respondents reported that the most sought after types of information were not always the easiest to find. For example, the easiest type to find -- locate self/situation/others in time and space -- was least sought after. In contrast, the most difficult type to find -- learn reasons/causes/underlying motives/history -- was the second most frequently sought after type. The fact that this latter type of information was most frequently sought but hardest to find adds additional support to the notion that the pure objective information function of traditional delivery systems is not sufficient. As later findings will indicate, one of the primary purposes for seeking the category of information on reasons/causes/underlying motives/history is to get clarification and understanding. In other words, respondents were actively trying to make sense out of their situations or to inform themselves.

- Generally, 53.9% of the respondents reported that the information things they tried to find were easy to find. Perceptions of the ease of finding varied across resolution state: Respondents in unresolved situations felt that information was harder to find (only 49.8% easy), compared with respondents in resolved situations (61.7% easy). There could be a number of explanations for this finding. Respondents in unresolved situations may not have been looking long. They may have been seeking more difficult types of information (e.g. information that helps them make sense in problematic situations).

- Interestingly, respondents who reported that they used professional or institutional sources saw information as somewhat less easy to find than those who did not use these sources. This finding could have been obtained for several reasons. It may be that respondents in unresolved situations were attempting to find information from professional or institutional sources. Or, it may be that respondents brought somewhat more difficult questions to these sources. Or, it may be that the professional and institutional sources became barriers to information seeking. For whatever the reason, the finding may help to explain somewhat the relatively low use of such sources. The finding may also pinpoint some perceptual difficulties that information practitioners will need to cope with as they attempt to expand their services.

How did respondents go about finding information? This section speaks to the issue of what tactics respondents used to find information. Did they make their own observations? Did they rely on external sources? Did they just happen to run into the information?

* The tactics for finding information indicated that respondents took a far more active role in information seeking than they did in their time line descriptions of the events in their situations (see Chapter X). While for time line descriptions only 40.3% of the tactics were respondent as actor, for information seeking 86.8% of the tactics were in this category. Most of this difference was produced by the marked increase in active connecting to sources (7.6% on the time line versus 59.3% for finding information). This finding again supports the notion that information is seen more as a means than an end. When asked to describe how they coped with their situations , these respondents rarely mentioned information behaviors. When asked specifically to talk about "information," a great deal of information behavior emerged. The difference is important for the practitioner. It suggests that the practitioner needs to develop alternative strategies for eliciting the information implications of situations, at the same time allowing clients to focus on the concrete events and ends which are meaningful to them.

* It must also be noted that most of these connections to sources were to informal sources, not to professional or institutional sources. Of all information things, less than 30% were sought from formal sources. In addition, roughly 25% of the 30% were merchants/sellers, and only roughly 2% were what might be called information practitioners. The findings again confirm the relatively low use of formal sources noted in past research.

* Interestingly, while 59.3% of the information things were sought by connections to sources, a solid 19.1% were sought by respondents doing their own pointing/directing. The importance of this tactic is further confirmed by an analysis of how easy to find information was seen to be using different tactics.

In all, 48.0% of the information things sought by connecting to sources were seen as easy to find; 51.6% of those sought by active pointing/directing. Self-initiated information-seeking, then, while less frequent in use, was seen by these respondents as somewhat more likely to produce results. This finding suggests the importance of building self-informing processes into information practitioner services.

How successful were respondents in finding information? This section deals with respondent reports of the success they had in seeking information things.

* Respondents were generally successful in finding the information things they sought (68.6%). Success varied somewhat across resolution state (73.5% resolved versus 66.0% unresolved). In addition, success varied across the decision, problem, worry, and comprehending states. Respondents in decision states were most successful (67.1%), compared to 66.2% in comprehending states, 63.6% in worry states, and 58.6% in problem states. These results are interesting because of their lack of big differences. In other words, respondents at different points in time and heading in different directions were all likely to report success in information finding. The differences could be a result of a number of factors, the most likely being the fact that some respondents were seeking information for more problematic situations, where information is harder to obtain. This explanation is somewhat confirmed by the fact that respondents reported far less success in finding information in the category reasons/causes/underlying motives/history. While respondents generally were successful in finding about two-thirds of the things they sought, for this category they reported only 52.0% success.

* As would be expected, information things that were seen as easy to find were also reported as being more successfully found. As noted earlier, information things sought from professional and institutional sources were reported as somewhat harder to find. The same relationship was found on success. While the difference between respondents not using formal sources and those using formal sources was not large, what is interesting is that seeking from formal sources was not more successful. As noted earlier, many explanations can be suggested to explain these results. However, important for the practitioner is the awareness that these respondents felt they did as well by seeking information through other means as they did by seeking information through formal sources. Information practitioners may need to work against this negative expectation.

* The finding above is somewhat tempered by the fact that

respondents reported as their most successful tactic for information seeking being pointed/directed by others. Of the informaton sought by this tactic, 92.6% was successfully found. This figure compares to 70.7% for active pointing/directing, 66.7% for connecting to sources, and 70.0% for observing. The least successful tactic (of those with 9 or more cases) was respondent stopping self (e.g. to think, procrastinate, disconnect from others). For the 35 information things sought by this tactic, only 57.1% were successfully found. It is also important to note that the most successful tactic (being pointed/directed by others) was one of the least often used (6.4%). The finding on the success of being pointed/directed by others suggests a potential role for the information practitioner.

How helpful were the information things found? How did they help? Why didn't they help? This section deals with respondent perceptions of the helpfulness of information things found and with the utilities or functions they reported for these information things.

- Overall, respondents judged 79.0% of the information things they found as helpful. How respondents evaluated the information varied in terms of whether the information was seen as helpful or not helpful. Non-helpful information was evaluated primarily in terms of the fact that it didn't lead to progress toward resolution, the reason given for 54.9% of all non-helpful information things. Other reasons mentioned by more than 10% of the respondents were didn't help in planning and didn't give clarification. Helpful information, in contrast, showed a wider diversity of utilities. The two most frequent reasons were made progress toward resolution (31.0% of information things) and got clarification (30.0%). Also mentioned by 10% or more of the respondents was helped in planning and got control of self. These findings have a number of implications. First, it appears that non-helpful information was evaluated primarily in terms of whether it provided progress toward resolution. Helping information, however, was judged both for the progress it gave and for the clarification it provided. Thus, helpful information does not necessarily have to lead the individual toward resolution. In the context of problematic situations, this finding is an encouraging one for the information practitioner. Not all of these respondents were heading solely for resolutions; some were heading for clarification or self-informing. These findings have implications for the advocacy issue (i.e. whether information practitioners can enter the advocacy arena): Helping clients inform themselves may be an alternative route.

* This finding is further reinforced by the fact that respondents in both unresolved and resolved situations found a great deal of helpful information. For respondents in unresolved situations, 72.3% of the information things found were helpful; for those in resolved situations 89.8% of the information things found were helpful. While this finding does indicate that respondents in unresolved situations were less likely to find helpful information, they neverthless did find a great deal of information that was helpful. More interesting is the fact that they evaluated the helpfulness of information on a more diverse set of criteria than respondents in resolved situations. Thus, if information didn't help, both sets of respondents evaluated it on inability to make progress toward resolution. If information did help, respondents in unresolved situations were more likely to say it helped because it provided clarification. Again, the findings support the notion that information practitioners can find an important role in helping individuals inform themselves.

* Different information types showed differences in their degrees of helpfulness. Interestingly, the most sought after information -- assess situation/system -- was judged least helpful (72.4%), while the second most sought after information -- procedures for implementing solution/dealing with situation -- was by far the most helpful (89.1%). Again, a pattern emerges in which the things most sought (or, in earlier chapters, most used) were not necessarily the most helpful. This finding suggests that the type of information a client may first ask for may not be what he will eventually determine to be most helpful. Again, the information practitioner needs to develop skills in allowing the client to explore and to describe his situation. The client can then pinpoint quickly what information will be most helpful.

* The different types of information helped respondents in a variety of ways that did not necessarily correspond intuitively with the information type. In fact, the diversity of relationships between information type and utility was so great that no utility was cited for even 50% of the information things in a category. This lack of simple pattern suggests that the information practitioner cannot judge in advance the utility of a particular type of information. Only the client can judge the utility for his situation of a particular type of information.

Table 12-1

Distribution of the number of information things respondents tried to find out (General Population Sample only).

NUMBER OF INFORMATION THINGS	PERCENTAGE OF FOCAL SITUATIONS
None	27.3
One	27.7
Two	22.8
Three	15.4
Four or more[c]	6.7
MEAN # INFORMATION THINGS	1.5
TOTAL FOCAL SITUATIONS	100.0[b] (n=267)[a]

[a] The unit of analysis for this table is the focal situation. The General Population sample yielded 267 focal situations. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] Only 1.5% of all focal situations were identified as having more than four information things, so the category was collapsed.

Table 12-2

Distribution of sub-categories of information types (General Population Sample only).

SUB-CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS
ASSESS SITUATION/SYSTEM	
What are resources/services?	11.1
Who are decision makers?	0.0
What are rules/laws?	5.5
What is system's structure/hierarchy?	1.3
Who/what else is in picture?	1.3
What are mandated responsibilities of agencies/ people	1.5
What is my role?	0.8
How well does system work?	3.3
What's the system/situation like generally?	3.0
Other	0.3
LEARN OPTIONS/ALTERNATIVES	
What is/are options(s)?	5.8
What is/are better options(s)?	1.8
Which option will work/is best?	1.3
How do options compare? (non-cost criteria)	0.8
What does an option cost?	1.5
How do 2 or more options compare on cost?	0.3
What are my priorities?	1.5
What other ways could I think about this?	0.3
What alternatives are just right for me?	0.0
Other	0.0
LOCATE SELF/SITUATION/OTHERS IN TIME AND SPACE	
When should I do things?	0.8
When can I do things vis-a-vis others?	0.8
When did others do things?	0.8
Will the situation be resolved?	1.5
If I do this, what are consequences?	2.3
If this happens, what will happen simultaneously?	0.3
Where should I do things?	1.3
Where did things happen?	0.5
What is the extent/boundary of something?	0.5
Other	0.8

(continued)

Table 12-2 (Continued)

SUB-CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS
LEARN REASONS/CAUSES/UNDERLYING MOTIVES/HISTORY	
What caused/what are reasons for this situation?	9.3
What were their underlying motives/reasons?	7.3
What were my underlying motives/reasons?	1.5
What in my past serves as guideline?	0.8
What in their past serves as guideline?	1.0
Other	0.0
TURN TO OTHERS FOR THEIR IDEAS/OPINIONS/AGREEMENT	
Was I getting good information?	1.0
Can I persuade others?	0.5
Are others aware of the situation?	0.8
Will someone just listen?	0.5
Do others agree with me?	2.3
What do others think/want me to do (informal sources)?	2.5
What do others think/want me to do (formal sources)?	0.8
What do mass media say about this?	1.0
Will someone do it for me?	0.0
Other	1.0
PROCEDURES FOR IMPLEMENTING SOLUTION/DEALING WITH SITUATION	
What is best strategy?	1.8
What information can I get?	8.8
What are directions for implementing solution?	5.5
How do you negotiate a system?	1.3
How do you balance things?	0.3
What are guiding principles?	0.3
What are religious principles?	0.8
How do you fight back?	0.0
What is the natural order of things?	0.5
Other	0.3
TOTAL INFORMATION THINGS	100.0[b] (n=397)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things tried to find out. The General Population Sample yielded 397 things across 267 respondents with a focal situation. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 12-3

Distribution of major categories of information types (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS
Assess situation/system	28.0
Learn options/alternatives	13.1
Locate self/situation/others in time and space	9.3
Learn reasons/causes/underlying motives/history	19.9
Turn to others for their ideas/opinions/agreement	10.3
Procedures for implementing solution/dealing with situation	19.4
TOTAL INFORMATION THINGS	100.0[b] (n=397)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things tried to find out. The General Population Sample yielded 397 things across 267 respondents with a focal situation. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 12-4

Distribution of information things described as easy, hard, or impossible to find out (General Population Sample only).

EASE OF FINDING OUT	PERCENTAGE OF INFORMATION THINGS
Easy to find out	53.9
Hard to find out	32.8
Impossible to find out	13.3
TOTAL INFORMATION THINGS	100.0[b] (n=384)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. The General Population Sample yielded 397 things across 267 respondents with a focal situation. The discrepancy between this n and the one above is due to missing data.

[b] The table reads vertically summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 12-5

Distribution of number of professional and institutional sources used in finding things out (General Population Sample only).

NUMBER OF SOURCES USED	PERCENTAGE OF INFORMATION THINGS
PROFESSIONAL SOURCES	
0	77.3
1	20.4
2	2.3
MEAN # OF PROFESSIONAL SOURCES	0.3
	100.0[b] (n=388)[a]
INSTITUTIONAL SOURCES	
0	72.1
1	25.5
2 or more[c]	2.3
MEAN # OF INSTITUTIONAL SOURCES	0.3
	100.0[b] (n=384)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. The General Population Sample yielded 397 things across 267 respondents with a focal situation. Discrepancies between this n and those above are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] Only 0.5% of information things were identified as more than 2, so the category was collapsed.

Table 12-6

Distribution of types of institutional sources used in finding things out (General Population Sample only).

INSTITUTIONAL AFFILIATION	PERCENTAGE OF INFORMATION THINGS
No institutional source used[c]	70.6
Mass media affiliation	6.3
Information agency (e.g. library)	2.1
Merchant	7.3
Governmental organization	5.5
Social service agency (e.g. charity, church)	1.8
Educational organization	3.9
Political organization	0.5
Other affiliation	2.1
TOTAL INFORMATION THINGS	100.0[b] (n=384)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. The General Population Sample yielded 397 things across 267 respondents with focal situations. Discrepancies between this n and that above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The discrepancy between the percentage for "No Institutional Sources used" in this table and the equivalent category, "0" under Institutional Sources in Table 12-5, is due to coding variation. The categories were coded using two separate sets of coding rules. See the Codebook in the appendices.

Table 12-7

Distribution of unsuccessful versus successful information seeking (General Population Sample only).

SUCCESS IN INFORMATION SEEKING	PERCENTAGE OF INFORMATION THINGS
Unsuccessful	31.4
Successful	68.6
TOTAL INFORMATION THINGS	100.0[b] (n=382)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. The General Population Sample yielded 397 things across 267 respondents with focal situations. Discrepancy between this n and that above is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 12-8

Distribution of major tactic categories used in finding things out (General Population Sample only.)

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TACTICS FOR INFORMATION THINGS
R AS ACTOR	
Pointing/directing	19.1
Connecting to sources	59.3
Stopping	7.6
Continuing/agreeing	0.0
Repeating	0.8
R AS RECIPIENT	
Being pointed/directed	6.4
Receiving connection	1.4
Getting stopped	1.9
Being agreed with	0.0
Being made to repeat	0.0
R AS PROVIDER	1.2
R AS RESOURCE	0.2
R AS OBSERVER	2.1
TOTAL TACTICS FOR INFORMATION THINGS	100.0[b] (n=486)[a]

[a] The unit of analysis for this table is the number of tactics for information things. Each respondent with a focal situation was coded on a maximum of 4 information things tried to find out. The General Population Sample yielded 397 things across 267 respondents with focal situations. Only 387 of these were coded on the tactics variable. Up to 2 tactics were coded for each information thing. The General Population Sample yielded 486 tactics for information things. There were no missing data for this analysis.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

Table 12-9

Distribution of helpfulness of information things found (General Population Sample only).

IF SUCCESSFULLY FOUND OUT, WAS IT HELPFUL?	PERCENTAGE OF INFORMATION THINGS FOUND
No	21.0
Yes	79.0
TOTAL INFORMATION THINGS FOUND	100.0[b] (n=257)[a]

[a] The unit of analysis for this table is the number of information things respondents were successful in finding out. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things. Discrepancy between this n and that above is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 12-10

Comparison of reasons why information helped or didn't help (General Population Sample only).

REASONS WHY INFORMATION HELPED/DIDN'T HELP[c]	PERCENTAGE OF INFORMATION THINGS FOUND[c]	
	Helped	Didn't help[c]
GOT RESOLUTION /PROGRESS		
Situation resolved	14.0	43.1
Pointed to resolution	9.0	3.9
Led to action	0.0	0.5
Things changed for better	3.0	0.0
Helped me make a decision	4.0	0.0
Helped me accept lack of resolution	0.5	7.8
Other	0.0	0.0
HELPED PLANNING/STRATEGY/RESOURCES		
Helped me understand moves to make	6.5	0.0
Increased options	2.0	7.8
Helped me know when to do things	0.0	0.0
Helped me know how to do things	1.0	0.0
Reduced options	3.0	0.0
Helped me predict/plan for future	3.0	2.0
Helped me plan in general	3.0	0.0
Gave me more time	0.5	0.0
Saved time/money	0.5	2.0
Other	0.0	0.0
GOT CLARIFICATION/UNDERSTANDING		
Helped me understand situation	15.5	5.9
Gave me new view	3.0	0.0
Gave me insight into people	4.0	0.0
Helped me clarify goals	1.5	0.0
Helped me think	2.5	2.0
Gave objective view	0.0	0.0
Gave reasons why things happened	0.0	2.0
Gave expert input	1.0	0.0
Gave information	2.0	3.9
Other	0.5	0.0
GOT SUPPORT/ENCOURAGEMENT		
Got motivation to continue	1.0	3.9
Got moral support/reassurance	2.0	2.0
Got others' ideas/opinions	2.5	0.0
Got human contact/social support	0.0	2.0
Confirmed my views	0.5	0.0
Other	0.0	0.0
GOT CONTROL OF SELF/EMOTIONS		
Calmed me down	7.5	5.9
Relieved the pressure	0.0	0.0
Led to self control	3.0	0.0
Let me take mind off situation	0.5	0.0
Other	0.5	0.0
OTHER REASONS		
It just helped	1.0	5.9
Don't know	1.0	0.0
TOTAL NUMBER OF INFORMATION THINGS FOUND	100.0[b] (n=200)[a]	100.0 (n=51)

(continued)

Table 12-10 (Continued)

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[a] The unit of analysis for this table is the number of things respondents were successful in finding out. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things. Of these 397, 262 information things were successfully found out. Discrepancies between this n and that in the table above (200+51=251) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The reasons given in this column are stated in the affirmative; but the reader should understand them to be either affirmative or negative, depending on whether they are given as reasons for information being helpful or not helpful. Thus, the table should be read in the following manner: Out of 200 things found out that were said to be helpful, 14.0% had as a reason "situation was resolved"; and out of the 51 things found out that were said to be not helpful, 43.1% had as a reason "situation was not resolved."

Table 12-11

Comparison of major categories of reasons why information helped or didn't help (General Population Sample only).

MAJOR CATEGORIES OF REASONS WHY INFORMATION HELPED/DIDN'T HELP[c]	PERCENTAGE OF INFORMATION THINGS FOUND	
	Helped	Didn't help
Got resolution/progress	31.0	54.9
Helped planning/strategy/resources	19.5	11.8
Got clarification/understanding	30.0	13.7
Got support/encouragement	6.0	7.8
Got control of self/emotions	11.5	5.9
Other reasons	2.0	5.9
TOTAL INFORMATION THINGS FOUND	100.0[b]	100.0
	(n=200)[a]	(n=51)

[a] The unit of analysis for this table is the number of information things respondents were successful in finding out. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things. Of these 397, 262 were successfully found out. Discrepancies between this n and that in the table above (251=200+51) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The reasons given in this column are stated in the affirmative; but the reader should understand them to be either affirmative or negative, depending on whether they are given as reasons for information being helpful or not helpful. Thus, the table should be read in the following manner: out of 200 things found out that were said to be helpful, 31.0% had as a reason "Got resolution/progress;" and out of the 51 things found out that were said to be not helpful, 54.9% had as a reason "Didn't get resolution/progress."

Table 12-12

Comparison of the number of information things in unresolved versus resolved focal situations (General Population Sample only).

NUMBER OF INFORMATION THINGS	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
None	28.3	25.3	27.3
One	26.7	29.9	27.7
Two	23.9	20.7	22.8
Three	15.6	14.9	15.4
Four	5.6	9.2	6.7
MEAN # OF INFORMATION THINGS	1.5	1.6	1.5
TOTAL FOCAL SITUATIONS	100.0 (n=180)	100.0 (n=87)	100.0[b] (n=267)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The data in this column are a repetition of Table 12-1, showing the distribution across all focal situations, regardless of resolution state of situation.

Table 12-13

Comparison of the major categories of information things in unresolved versus resolved focal situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS		
	Unresolved Situations	Resolved Situations	All Situations[c]
Assess situation/system	31.6	20.9	28.0
Learn options/alternatives	9.5	20.1	13.1
Locate self/situation/ others in time and space	7.6	12.7	9.3
Learn reasons/causes/ underlying motives/history	20.5	18.7	19.9
Turn to others for their ideas/ opinions/agreement	12.2	6.7	10.3
Procedures for implementing solution/dealing with situation	18.6	20.9	19.4
TOTAL INFORMATION THINGS	100.0 (n=263)	100.0 (n=134)	100.0[b] (n=397)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of Table 12-3, showing the distribution of information things regardless of situation resolution state.

Table 12-14

Comparison of the number of information things in focal situations in decision, problem, worry, and comprehending index state (General Population Sample only).

NUMBER OF INFORMATION THINGS	PERCENTAGE OF FOCAL SITUATIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
None	16.2	29.4	33.9	19.2	27.3
One	24.8	28.4	30.5	29.2	27.7
Two	24.8	21.1	18.6	30.0	22.8
Three	24.8	14.7	12.7	14.6	15.4
Four	9.4	6.4	4.2	6.9	6.7
MEAN # INFORMATION THINGS	1.9	1.4	1.2	1.6	1.5
TOTAL FOCAL SITUATIONS	100.0 (n=117)	100.0 (n=109)	100.0 (n=118)	100.0 (n=130)	100.0[b] (n=267)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these ns and the total ns above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of Table 12-1, showing the distribution across all focal situations regardless of DPWC index state.

Table 12-15

Comparison of the major categories of information sought in decision, problem, worry, and comprehending index state situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Assess situation/ system	25.2	27.7	32.9	28.7	28.0
Learn options/ alternatives	13.7	6.6	10.3	11.2	13.1
Locate self/ situation/others in time and space	9.8	10.2	9.6	9.9	9.3
Learn reasons/causes/ underlying motives/ history	20.5	22.9	17.1	20.2	19.9
Turn to others for their ideas/ opinions/agreement	11.5	13.3	13.7	12.1	10.3
Procedures for implementing solution/ dealing with situation	19.2	19.3	16.4	17.9	19.4
TOTAL INFORMATION THINGS	100.0 (n=234)	100.0 (n=166)	100.0 (n=146)	100.0 (n=223)	100.0[b] (n=397)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. The decision/problem/worry/comprehending comparison involved only those information things for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 234, decision; 166, problem; 146, worry; 233, comprehending. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of Table 12-3, showing the distribution across the total number of information things regardless of the DPWC index states.

Table 12-16

Comparison of ease of finding things out across the major categories of information sought (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS			TOTAL INFORMATION THINGS	
	Easy	Hard	Impossible		
Assess situation/ system	60.8	27.1	12.2	100.0	(107)
Learn options/ alternatives	50.0	43.8	6.3	100.0	(48)
Locate self/situation/ others in time and space	66.7	27.8	5.6	100.0	(36)
Learn reasons/causes/ underlying motives/ history	38.2	32.9	29.0	100.0	(76)
Turn to others for their ideas/opinions/ agreement	61.0	26.8	12.2	100.0	(41)
Procedures for implementing solution/ dealing with situations	50.7	41.1	8.2	100.0	(73)
ALL INFORMATION THINGS[c]	53.9	32.8	13.3	100.0[b]	(n=384)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of the 397 information things, 384 were coded on the "Ease of finding out" variable. Discrepancies between this n and those above (107+48+36+76+41+73=381) are due to missing data.

[b] The table reads horizontally, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. The figures in parentheses are the ns for each category of information sought, from which the percentages in each column were calculated. These totals are the ns codeable on both the "ease" and "major categories" variables.

[c] This row is a repetition of data set out in Table 12-4, showing the distribution regardless of major categories of reasons information sought.

Table 12-17

Comparison of professional and institutional source use across the major categories of information sought (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE[b] OF INFORMATION THINGS		n[a]	
	Professional	Institutional	P	I
Assess situation system	26.0	43.9	104	107
Learn options/alternatives	14.6	12.5	48	48
Locate self/situation/others in time and space	16.2	24.3	37	37
Learn reasons/causes/underlying motives/history	29.3	21.1	75	76
Turn to others for their ideas/opinions/agreement	12.2	27.5	41	40
Procedures for implementing solution/dealing with situation	25.3	24.7	75	73
ALL INFORMATION THINGS[c]	22.7	27.8	---- (n=380)	---- (n=381)

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on the "Professional" variable and 384 were coded on the "Institutional" variable. Discrepancies between these ns and those above (104+48+37+75+41+75=380; 107+48+37+76+40+73=381) are due to missing data.

[b] The table reads horizontally. Each percentage is calculated from the appropriate n in the last two columns. The percentages should not be summed because the professional and institutional source use variables are designations such that a given information thing may fall in either, both, or neither of the two categories.

[c] This row is a condensed repetition of the data set out in Table 12-5, showing the distribution of information things regardless of major categories of reasons information is sought.

Table 12-18

Comparison of institutional affiliation of source across the major categories of information sought (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE[b] OF INFORMATION THINGS									n[a]
	Institutional Affiliations of Source									
	None	Mass media	Information	Merchant	Gov't	Social service	Education	Political	Other	
Assess situation/ system	53.3	8.4	2.8	15.0	10.3	1.9	3.7	0.0	4.7	107
Learn options/ alternatives	87.5	0.0	0.0	6.3	2.1	0.0	2.1	0.0	2.1	48
Locate self/situation/ others in time and space	75.7	8.1	2.7	5.4	0.0	0.0	5.4	2.7	0.0	37
Learn reasons/causes/ underlying motives/ history	77.6	2.6	1.3	2.6	6.6	5.3	2.6	1.3	0.0	76
Turn to others for their ideas/opinions/ agreement	72.5	10.0	5.0	2.5	7.5	2.5	0.0	0.0	0.0	40
Procedures for implementing solution/dealing with situation	72.6	8.2	1.4	5.5	1.4	0.0	8.2	0.0	2.7	73
ALL INFORMATION THINGS[c]	70.6	6.3	2.1	7.3	5.5	1.8	3.9	0.5	2.1	100.0 (n=384)

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[a] The unit of analysis for this table is the number of information things respondent tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things; 384 of which were coded on the "Institutional" source use variable. Discrepancies between these ns and those above (107+48+37+76+40+73=381) are due to missing data.

[b] The table reads horizontally, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Each row of percentages is calculated from the n in the last column.

[c] This row of percentages is a repetition of data set out in Table 12-6, showing the distribution across all institutional affiliations, regardless of major categories of information things.

Table 12-19

Comparison of success in finding things out across the major categories of information sought (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE[b] OF INFORMATION THINGS		TOTAL INFORMATION THINGS[a]
	Unsuccessful	Successful	
Assess situation/ system	28.0	72.0	100.0 (n=107)
Learn options/ alternatives	25.5	74.5	100.0 (n= 47)
Locate self/situation/ others in time and space	27.8	72.2	100.0 (n= 36)
Learn reasons/causes/ underlying motives/ history	48.0	52.0	100.0 (n= 75)
Turn to others for their ideas/opinions/ agreement	27.5	72.5	100.0 (n= 40)
Procedures for implementing solution/ dealing with situation	26.0	74.0	100.0 (n= 73)
ALL INFORMATION THINGS[c]	31.4	68.6	100.0 (n=382)

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of this figure, 382 were codeable on the success of finding out "variable." Discrepancies between these ns and that above (107+47+36+75+40+73=378) are due to missing data.

[b] The table reads horizontally, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. The figures in parentheses are the ns for each category of information sought, from which the percentages in each column were calculated. These totals are the ns codeable on both the "success" variable and the "major categories" variable.

[c] This row is a repetition of Table 12-7, showing the distribution on the "success" variable regardless of major categories of reasons information sought.

Table 12-20

Comparison of helpfulness in successful information-seeking across the major categories of information sought (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE[b] OF INFORMATION THINGS FOUND		TOTAL INFORMATION THINGS[a]
	Not helpful	Helpful	
Assess situation/ system	27.6	72.4	100.0 (n=76)
Learn options/ alternatives	14.3	85.7	100.0 (n=35)
Locate self/situation/ others in time and space	25.9	74.1	100.0 (n=27)
Learn reasons/causes / underlying motives/ history	23.5	76.5	100.0 (n=34)
Turn to others for their ideas/opinions/ agreement	21.4	78.6	100.0 (n=28)
Procedures for implementing solution/ dealing with situation	10.9	89.1	100.0 (n=55)
ALL INFORMATION THINGS FOUND[c]	21.0	79.0	100.0 (n=257)

[a] The unit of analysis for this table is the number of information things found. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these, 262 information things were coded "successfully found out." Discrepancies between these ns and those above (257; and 76+35+27+34+28+55=255) are due to missing data.

[b] The table reads horizontally, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. The figures in parentheses are the totals for each major category of information sought, from which the percentages in each column were calculated.

[c] This row is a repetition of Table 12-9, showing the distribution on the "helpfulness" variable regardless of major category of information sought.

Table 12-21

Comparison of helpfulness in successful information-seeking across the sub-categories of information sought (General Population Sample only).

SUB-CATEGORIES OF INFORMATION TYPES	PERCENTAGE[b] OF INFORMATION THINGS FOUND		TOTAL INFORMATION THINGS[a]
	Not helpful	Helpful	
ASSESS SITUATION/SYSTEM			
What are resources/services?	28.6	71.4	35
Who are decision makers?	----	----	0
What are rules/laws?	26.7	73.3	15
What is system's structure/ hierarchy?	0.0	100.0	2
Who/what else in picture?	0.0	100.0	1
What are mandated responsibilities of agencies/ people?	0.0	100.0	2
What is my role?	100.0	0.0	2
How well does system work?	44.4	55.6	9
What's the system/situation like generally?	10.0	90.0	10
Other	----	----	0
LEARN OPTIONS/ALTERNATIVES			
What is/are options(s)?	20.0	80.0	15
What is/are better options(s)?	0.0	100.0	4
Which option is best?	0.0	100.0	4
How do options compare (non-cost)?	0.0	100.0	2
What does an option cost?	25.0	75.0	4
How do 2 or more options compare on cost?	0.0	100.0	1
What are my priorities?	25.0	75.0	4
What other ways could I think about this?	0.0	100.0	1
What alternatives are just right for me?	----	----	0
Other	----	----	0

(continued)

Table 12-21 (Continued)

SUB-CATEGORIES OF INFORMATION TYPES	PERCENTAGE[b] OF INFORMATION THINGS FOUND		TOTAL INFORMATION THINGS[a]
	Not Helpful	Helpful	
LOCATE SELF/SITUATION/OTHERS IN TIME AND SPACE			
When should I do things?	0.0	100.0	2
When can I do things vis-a-vis others?	0.0	100.0	2
When did others do things?	33.3	66.7	3
Will the situation be resolved?	0.0	100.0	1
If I do this, what are consequences?	0.0	100.0	7
If this happens, what will happen simultaneously?	100.0	0.0	1
Where should I do things?	60.0	40.0	5
Where did things happen?	50.0	50.0	2
What is the extent/boundary of something?	0.0	100.0	2
Other	50.0	50.0	2
LEARN REASONS/CAUSES/UNDERLYING MOTIVES/HISTORY			
What caused/what are reasons for this situation?	26.3	73.7	19
What were their underlying motives?	30.0	70.0	10
What were my underlying motives	0.0	100.0	2
What in my past serves as a guideline	0.0	100.0	2
What in their past serves as a guideline	0.0	100.0	1
Other	----	----	0
TURN TO OTHERS FOR IDEAS/ OPINIONS/AGREEMENT			
Was I getting good information?	25.0	75.0	4
Can I persuade others?	----	----	0
Are others aware of the situation?	----	----	0
Will someone just listen?	0.0	100.0	1
Do others agree with me?	28.6	71.4	7
What do others think/want me to do (informal sources)?	14.3	85.7	7
What do others think/want me to do (formal sources)?	33.3	66.7	3
What do mass media say?	0.0	100.0	2
Will someone do it for me?	----	----	0
Other	25.0	75.0	4

(continued)

Table 12-21 (Continued)

SUB-CATEGORIES OF INFORMATION TYPES	PERCENTAGE[b] OF INFORMATION THINGS FOUND		TOTAL INFORMATION THINGS[a]
	Not helpful	Helpful	
PROCEDURES FOR IMPLEMENTING SOLUTION/DEALING WITH SITUATION			
What is best strategy?	0.0	100.0	6
What information can I get?	11.5	88.5	26
What are directions for implementing solution?	18.8	81.3	16
How do you negotiate system?	0.0	100.0	2
How do you balance things?	----	----	0
What are guiding principles?	0.0	100.0	1
What are religious principles?	0.0	100.0	3
How do you fight back?	----	----	0
What is natural order of things?	----	----	0
Other	0.0	100.0	1
ALL INFORMATION THINGS[c]	21.0	79.0	257

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these, 262 information things were coded "successfully found out." Of these, 257 were analyzed on the helpfulness variable. An additional 2 cases dropped out when pitting helpfulness against information types. For this reason, the sum of the ns down the right hand column is 255. These n discrepancies are due to missing data.

[b] The table reads horizontally, summing roughly to 100%. Percentages may not sum exactly to 100% because of rounding error. The figures in the right hand column are the ns from which the percentages were calculated.

[c] This row is a repetition of Table 12-9, showing the distribution on the "helpfulness" variable regardless of the sub-categories of information sought.

Table 12-22

Comparison of reasons why information things found were helpful or not helpful across the major categories of information types (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE[b] OF INFORMATION THINGS FOUND						n[a]
	HOW THE THING HELPED[d]						
	Made progress	Could plan	Clarified reasons	Got support	Helped control self	Other	
Assess situation/system	45.3	13.2	30.2	1.9	9.4	0.0	53
Learn options/alternatives	33.3	16.7	13.3	20.0	10.0	6.7	30
Locate self/situation/others in time and space	10.0	35.0	35.0	5.0	10.0	5.0	20
Learn reasons/causes/underlying motives/history	15.4	19.2	42.3	7.7	15.4	0.0	26
Turn to others for their ideas/opinions/agreement	18.2	13.6	40.9	9.1	18.2	0.0	22
Procedures for implementing solution/dealing with situation	37.5	22.9	27.1	0.0	10.4	2.1	48
TOTAL HELPFUL INFORMATION THINGS FOUND[c]	31.0	19.5	30.0	6.0	11.5	2.0	200

	WHY THE THING DIDN'T HELP						n[a]
	Made no progress	Could not plan	Didn't clarify reasons	Got no support	Couldn't control self	Other	
Assess situation/system	66.7	4.8	14.3	4.8	4.8	4.8	21
Learn options/alternatives	60.0	20.0	0.0	20.0	0.0	0.0	5
Locate self/situation/others in time and space	57.1	28.6	0.0	0.0	14.3	0.0	7
Learn reasons/causes/underlying motives/history	28.6	0.0	14.3	28.6	0.0	28.6	7
Turn to others for their ideas/opinions/agreement	60.0	20.0	20.0	0.0	0.0	0.0	5
Procedures for implementing solution/dealing with situation	20.0	20.0	40.0	0.0	20.0	0.0	5
TOTAL NON-HELPFUL INFORMATION THINGS FOUND[c]	54.9	11.8	13.7	7.8	5.9	5.9	51

(continued)

Table 12-22 (Continued)

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[a] The unit of analysis for this table is the number of information things respondents successfully found. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these, 262 were successfully found. Of these, 251 (200+51 from the totals rows in the table) were codeable on the "helpfulness" variable. The actual column ns above sum to 199 (53+30+20+26+22+48) and 50 (21+5+7+7+5+5) respectively. The discrepancy is due to missing data.

[b] The table reads horizontally, with percentages in each row summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error. Each percentage has as its baseline the n in the right-hand column.

[c] These two rows are a repetition of the data from Table 12-11, showing the distribution across all reasons regardless of category of information type.

[d] The respondents were asked for helpful information things "How did they help?" and for non-helpful information things "Why didn't they help?" This table divides the analysis into helpful things in the top portion of the table and non-helpful things in the bottom portion.

Table 12-23

Comparison of ease of finding out information in unresolved versus resolved situations (General Population Sample only).

EASE OF FINDING OUT	PERCENTAGE OF INFORMATION THINGS		ALL SITUATIONS[c]
	Unresolved Situations	Resolved Situations	
Easy	49.8	61.7	53.9
Hard	35.1	28.6	32.8
Impossible	15.1	9.8	13.3
TOTAL INFORMATION THINGS FOUND	100.0 (n=251)	100.0 (n=133)	100.0[b] (n=384)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. The discrepancy between this n and the 384 above is due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] This column is a repetition of data set out in Table 12-4, showing the distribution across the "ease of finding out" variable regardless of resolution state of situation.

Table 12-24

Comparison of ease of finding out information across decision, problem, worry, and comprehending index states (General Population Sample only).

EASE OF FINDING OUT	PERCENTAGE OF INFORMATION THINGS				ALL SITUATIONS[c]
	Decision	Problem	Worry	Comprehending	
Easy	48.4	46.7	53.8	50.2	53.9
Hard	38.7	33.3	29.0	34.4	32.8
Impossible	12.9	20.0	17.2	15.4	13.3
TOTAL INFORMATION THINGS	100.0 (n=225)	100.0 (n=165)	100.0 (n=145)	100.0 (n=221)	100.0[b] (n=384)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. The decision/problem/worry/comprehending comparison involves only those information things for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 234, decision; 166, problem; 146, worry; 223, comprehending. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of data set out in Table 12-4, showing the distribution across information things in all situations regardless of decision, problem, worry, and comprehending index states.

Table 12-25

Comparison of ease of finding out information across professional/institutional source use (General Population Sample only).

SOURCE USE	PERCENTAGE[b] OF INFORMATION THINGS			TOTAL INFORMATION THINGS[a]
	Easy	Hard	Impossible	
Used professional sources?				
No	54.6	34.7	10.7	100.0(n=291)
Yes	52.3	26.1	21.6	100.0 (n=88)
Used institutional sources?				
No	55.4	32.6	12.0	100.0(n=276)
Yes	49.5	33.3	17.1	100.0(n=105)
ALL INFORMATION THINGS[c]	53.9	32.8	13.3	100.0(n=384)

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these, 388 things were codeable on the professional source use variable, and 384 things were codeable on the institutional source use variable. The discrepancies between these ns and those above (291+88=379; 276+105=381) are due to missing data.

[b] The table reads horizontally, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error. Percentages are calculated from the figures in parentheses.

[c] This row is a repetition of data set out in Table 12-4, showing the distribution regardless of source use.

Table 12-26

Comparison of ease of finding out information across the major tactic categories (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE[b] OF TACTICS FOR INFORMATION THINGS			TOTAL TACTICS FOR INFORMATION THINGS[a]
	Easy	Hard	Impossible	
R AS ACTOR				
Pointing/directing	50.6	40.2	9.2	87
Connecting to sources	48.0	34.7	17.3	271
Stopping	31.3	46.9	21.9	32
Continuing/agreeing	----	----	----	0
Repeating	0.0	75.0	25.0	4
R AS RECIPIENT				
Being pointed/directed	80.6	19.4	0.0	31
Receiving connection	33.3	33.3	33.3	6
Getting stopped	33.3	0.0	66.7	9
Being agreed with	----	----	----	0
Being made to repeat	----	----	----	0
R AS PROVIDER	40.0	60.0	0.0	5
R AS RESOURCE	100.0	0.0	0.0	1
R AS OBSERVER	88.9	11.1	0.0	9
ALL INFORMATION THINGS[c]	53.9	32.8	13.3	100.0(n=384)

[a] The unit of analysis for this table is the number of tactics for information things. Each respondent with a focal situation was coded on a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things. Only 387 of these were coded on the "major tactics" variable. Up to two tactics were coded for each information thing. The General Population Sample yielded 486 tactics for information things. Discrepancies between this n and those above (87+271+32+4+31+6+9+5+1+9=455) are due to missing data.

[b] The table reads horizontally, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This row is a repetition of data set out in Table 12-4, showing the distribution across the "ease of finding out" variable regardless of "major tactics." These percentages are based on an n of 384 information things, in contrast to the main body table data which is based on an n of 455 tactics for information things.

Table 12-27

Comparison of success of finding out information in unresolved versus resolved situations (General Population Sample only).

SUCCESS IN INFORMATION SEEKING	PERCENTAGE OF INFORMATION THINGS		ALL SITUATIONS[c]
	Unresolved situations	Resolved situations	
Successful	66.0	73.5	68.6
Not successful	34.0	26.5	31.4
TOTAL INFORMATION THINGS	100.0 (n=250)	100.0 (n=132)	100.0[b] (n=382)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these, 382 things were coded on the "success of finding out information" variable.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] This column is a repetition of data set out in Table 12-7, showing the distribution of success of finding out information, regardless of resolution status of situation.

Table 12-28

Comparison of success of finding out information across decision, problem, worry, and comprehending states (General Population Sample only).

SUCCESS IN INFORMATION SEEKING	PERCENTAGE OF INFORMATION THINGS				ALL SITUATIONS[c]
	Decision	Problem	Worry	Comprehending	
Successful	67.1	58.6	63.6	66.2	68.1
Not successful	32.9	41.4	36.4	33.8	31.4
TOTAL INFORMATION THINGS	100.0 (n=225)	100.0 (n=162)	100.0 (n=143)	100.0 (n=222)	100.0[b] (n=382)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. The decision/problem/worry/comprehending comparison involves only those information things for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 234, decision; 166, problem; 146, worry; 223, comprehending. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of data set out in Table 12-7, showing the distribution of success of finding out information, regardless of resolution status.

Table 12-29

Comparison of success of finding out information across professional and institutional source use (General Population Sample only).

SOURCE USE	PERCENTAGE[b] OF INFORMATION THINGS		TOTAL INFORMATION THINGS[a]
	Successful	Unsuccessful	
Used professional sources?			
No	71.3	28.7	100.0(n=289)
Yes	63.6	36.4	100.0(n=88)
Used institutional sources?			
No	69.7	30.3	100.0(n=274)
Yes	66.4	33.6	100.0(n=107)
ALL INFORMATION THINGS[c]	68.6	31.4	100.0(n=382)

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these, 388 were codeable on the professional source use variable, and 384 were codeable on the institutional source use variable. The discrepancies between these ns and those above (289+88=377; 274+107=381) are due to missing data.

[b] The table reads horizontally, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This row is a repetition of data from Table 12-7, showing the distribution of success of finding out information, regardless of source use.

Table 12-30

Comparison of success of finding out information across the major tactic categories (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TACTICS FOR INFORMATION THINGS[b]		TOTAL TACTICS FOR INFORMATION THINGS[a]
	Successful	Unsuccessful	
R AS ACTOR			
Pointing/directing	70.7	29.4	92
Connecting to sources	66.7	33.3	285
Stopping	57.1	42.9	35
Continuing/agreeing	----	----	0
Repeating	50.0	50.0	4
R AS RECIPIENT			
Being pointed/directed	92.6	7.4	27
Receiving connection	42.9	57.1	7
Getting stopped	33.3	66.7	9
Being agreed with	----	----	0
Being made to repeat	----	----	0
R AS PROVIDER	83.3	16.7	6
R AS RESOURCE	100.0	0.0	1
R AS OBSERVER	70.0	30.0	10
ALL INFORMATION THINGS[c]	68.6	31.4	(n=382)

[a] The unit of analysis for this table is the number of tactics for information things. Each respondent with a focal situation was coded on a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things. Only 387 of these were coded on the "major tactics" variable. Up to two tactics were coded for each information thing. The General Population Sample yielded 486 tactics for information things. Discrepancies between this n and those above (92+285+35+0+4+27+7+9+0+0+6+1+10 =476) are due to missing data.

[b] The table reads horizontally, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This row is a repetition of data set out in Table 12-7, showing the distribution of success of finding out information, regardless of tactics. The unit of analysis for this row is number of information things not tactics. See Table 12-7 for explanation.

Table 12-31

Comparison of success of finding out across ease of finding out information (General Population Sample only).

SUCCESS IN INFORMATION SEEKING	PERCENTAGE OF INFORMATION THINGS			
	Easy	Hard	Impossible	All Information Things[c]
Successful	89.2	57.3	18.0	68.6
Not successful	10.8	42.7	82.0	31.4
TOTAL INFORMATION THINGS	100.0 (n=204)	100.0 (n=124)	100.0 (n=50)	100.0[b] (n=382)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. The General Population Sample yielded 397 things across 267 respondents with a focal situation, 382 of which were codeable on the success of finding out information variable. Discrepancies between this n and those above (204+124+50=378) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of data set out in Table 12-7, showing the distribution of success of finding information, regardless of "ease of finding out" variable.

Table 12-32

Comparison of professional/institutional source use for information seeking in unresolved versus resolved situations (General Population Sample only).

SOURCE USE	PERCENTAGE OF INFORMATION THINGS		
	Unresolved Situations	Resolved Situations	All Situations[c]
Used professional sources?			
No	77.0	77.9	77.3
Yes	23.0	22.1	22.7
	100.0	100.0	100.0[b]
	(n=252)	(n=136)	(n=388)[a]
Used institutional sources?			
No	65.7	84.2	72.1
Yes	35.3	15.8	27.8
	100.0	100.0	100.0[b]
	(n=251)	(n=133)	(n=384)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 things. The ns for source use are: 388 professional and 384 institutional. There were no missing data for this analysis.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of data set out in Table 12-5, showing the distribution for information things in all situations regardless of situation resolution state.

Table 12-33

Comparison of professional/institutional source use for information seeking across the decision, problem, worry, and comprehending index states (General Population Sample only).

SOURCE USE	PERCENTAGE OF INFORMATION THINGS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Used professional sources?					
No	78.9	78.1	70.4	74.7	77.3
Yes	21.1	21.9	29.6	25.3	22.7
	100.0 (n=228)	100.0 (n=164)	100.0 (n=142)	100.0 (n=221)	100.0[b] (n=388)[a]
Used institutional sources?					
No	71.4	74.1	69.9	71.2	72.1
Yes	28.6	25.9	30.1	28.8	27.8
	100.0 (n=203)	100.0 (n=162)	100.0 (n=143)	100.0 (n=222)	100.0[b] (n=384)[a]

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these, 388 were codeable on the professional source variable, and 384 were codeable on the institutional source variable. The decision/problem/worry/comprehending comparison involves only those information things for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 234, decision; 166, problem; 146, worry; 223, comprehending. Discrepancies between these ns and those above are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100% for each source use variable. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will not sum to 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data from Table 12-5, showing the distribution across all situations regardless of DPWC index state.

Table 12-34

Comparison of helpfulness of information in unresolved versus resolved situations (General Population Sample only).

HELPFULNESS OF INFORMATION	PERCENTAGE OF INFORMATION THINGS FOUND		
	Unresolved Situations	Resolved Situation	All Situations[c]
Not helpful	27.7	10.2	21.0
Helpful	72.3	89.8	79.0
TOTAL INFORMATION THINGS FOUND	100.0 (n=159)	100.0 (n=98)	100.0[b] (n=257)[a]

[a] The unit of analysis for this table is the number of information things found. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these 397, 262 were successfully found out. The discrepancy between this n and that above is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of Table 12-9, showing the distribution of information things in all situations regardless of resolution state.

Table 12-35

Comparison of helpfulness of information found across the decision, problem, worry, and comprehending index states (General Population Sample only).

HELPFULNESS OF INFORMATION	PERCENTAGE OF INFORMATION THINGS FOUND				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Not helpful	17.6	21.1	29.9	21.4	21.0
Helpful	82.4	78.9	70.1	78.6	79.0
TOTAL INFORMATION THINGS FOUND	100.0 (n=148)	100.0 (n=90)	100.0 (n=87)	100.0 (n=140)	100.0[b] (n=257)[a]

[a] The unit of analysis for this table is the number of information things respondents successfully found out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these 397, 262 information things were coded as successfully found out. The decision/problem/worry/comprehending comparison involves only those information things successfully found out for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 148, decision; 90, problem; 87, worry; 140, comprehending. Any discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of data set out in Table 12-9, showing the distribution of information things found across all situations regardless of DPWC index state.

Table 12-36

Comparison of reasons why information helped or didn't help in unresolved versus resolved situations (General Population Sample only).

	PERCENTAGE[b] OF INFORMATION THINGS					
REASONS WHY INFORMATION HELPED/DIDN'T HELP[d]	Unresolved		Resolved		All Situations[c]	
	Helped	Didn't	Helped	Didn't	Helped	Didn't
Got resolution/progress	30.1	53.7	31.4	60.0	31.0	54.9
Helped planning/ strategy/resources	21.2	12.2	17.4	10.0	19.5	11.8
Got clarification/ understanding	33.6	17.1	25.6	0.0	30.0	13.7
Got support/encouragement	3.5	9.8	9.3	0.0	6.0	7.8
Got control of self/emotions	8.9	2.4	15.1	20.0	11.5	5.9
Other	2.7	4.9	1.2	10.0	2.0	5.9
TOTAL INFORMATION THINGS[a]	100.0 (n=113)	100.0 (n=41)	100.0 (n=86)	100.0 (n=10)	100.0 (n=200)	100.0 (n=51)

[a] The unit of analysis for this table is the number of information things respondents successfully found out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these, 262 were successfully found out. Of these, 251 (200+51) were codeable on the "helped/didn't help" variable across all situations. One additional case dropped out for the analysis across resolution state (113+41+86+10=250).

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of Table 12-11, showing the distribution of information things across all situations regardless of resolution state.

[d] These reasons are stated in the affirmative, but it should be understood that they can be either affirmative or negative, depending on whether the information helped or didn't help.

Table 12-37

Comparison of reasons why information helped or didn't help across the decision, problem, worry, and comprehending index states (General Population Sample only).

REASONS WHY INFORMATION HELPED/DIDN'T HELP[d]	PERCENTAGE[b] OF INFORMATION THINGS FOUND									
	Decision		Problem		Worry		Comprehending		All Situations[c]	
	Helped	Didn't	Helped	Didn't	Helped	Didn't	Helped	Didn't	Helped	Didn't
Got resolution/progress	28.3	52.0	33.8	61.1	31.2	62.5	31.9	50.0	31.0	54.9
Helped planning/ strategy/resources	21.7	4.0	15.5	5.7	18.0	4.2	20.6	14.3	19.5	11.8
Got clarification/ understanding	30.8	20.0	32.4	11.1	27.9	16.7	31.8	21.4	30.0	13.7
Got support/encouragement	4.2	16.0	4.2	5.6	9.8	4.2	2.8	7.1	6.0	7.8
Got control of self/ emotions	14.2	4.0	9.9	5.6	11.5	4.2	11.2	3.6	11.5	5.9
Other	0.8	4.0	4.2	11.1	1.6	8.3	1.9	3.6	2.0	5.9
TOTAL INFORMATION THINGS FOUND[a]	100.0 (n=120)	100.0 (n=25)	100.0 (n=71)	100.0 (n=18)	100.0 (n=61)	100.0 (n=24)	100.0 (n=107)	100.0 (n=28)	100.0 (n=200)	100.0 (n=51)

[a] The unit of analysis for this table is the number of information things respondents successfully found out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. Of these 397, 262 information things were coded as successfully found out. The decision/problem/worry/comprehending comparison involves only those information things successfully found out for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 148, decision; 90, problem; 87, worry; 140, comprehending. Discrepancies between these ns and those above (120+25=145; 71+18=89; 61+24=85; 107+28=135) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This row is a repetition of the data set out in Table 12-11, showing the distribution of information things found in all situations regardless of DPWC index state.

[d] These reasons are stated in the affirmative, but it should be understood that they can be either affirmative or negative, depending on whether the information helped or didn't help.

CHAPTER XIII

HYPOTHETICAL USE OF EXPERTS

One central assumption of this study is that situationality data must be collected retrospectively on actual situations rather than hypothetically on potential or future situations. It is assumed that asking respondents to tell about their coping behaviors (including information behaviors) for future and hypothetical events defies the very meaning of situationality, for the following reasons. First, a future and hypothetical event has not yet occurred and any description that the researcher might provide can never include enough detail to place a respondent in the context of a realistic situation. Second, every situation is, for a given individual, unique: He moves in his own particular time-space complex; he sees the situation in his own individualistic way. No hypothetical situation, constructed to serve as a stimulus to an entire group of respondents, can ever replicate what would or could happen through the eyes of an individual. The general assumption is that no individual can relate uniquely and individually to a situation that has not happened to him and may never happen to him. Thus, all preceding chapters have dealt solely with retrospective recall of events.

The decision to deal with events retrospectively presented a problem. Past research clearly[1] indicates that the use of information agencies[2] in the process of everyday situation-facing is extremely low. This study has reconfirmed this finding (see, in particular, Chapters X, XI, and XII). It has generally been assumed in the context of this study, that if enough is known about how people "inform" themselves, these results can be extrapolated for use by information practitioners wishing to establish more effective and helpful "information" agencies. Unfortunately, however, the retrospective recall data did not allow any explicit analysis of how individuals might see themselves utilizing an agency. In this context, it was decided that individuals would be able to talk hypothetically about the use of an "expert to answer questions" for a situation that they themselves defined. In order to tap some dimensions of this potential client-information practitioner interaction, it was decided that respondents would be able to relate to the potential use of a hypothetical expert "to answer questions" on situations that were uniquely their own. It was reasoned that in the context of their own unique situations, respondents would be better able to project how someone might have helped them.

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[1] The percentage of citizens indicating use of an information agency (e. g. library, information and referral agency) in the process of everyday problem solving has typically been 5% or less. See Zweizig and Dervin 1976.

[2] It should be noted that while the use of formal agencies is low, this study assumes (and confirms) that people are "informing" themselves by many means. See, in particular, Chapter XII.

The chapter approaches this task from two viewpoints: 1) what questions respondents would ask an expert if one were available for their focal situations; 2) what things respondents thought the expert should know about them and their situations if the expert were to be really helpful.[3] These two viewpoints were seen as realistic communication approaches. Whenever a client intersects with a potential helper, he has at least two sets of perceptions which the helper must deal with. One includes the things he wants the helper to do or to be. Another includes the impressions he has of himself. Both sets of expectations must be acknowledged and dealt with by the information practitioner.

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[3] The two-part approach is derived, in part, from the co-orientational model in communications research. See, in particular, Pearce and Stamm 1973.

The purpose of this chapter, then, is to begin to explore these two sets of expectations and derive some implications for the information practitioner-client interaction.

Variables in this chapter

Focus variables. In this chapter, there are five focus variables. These are:

* Number of questions for hypothetical expert. This variable taps the number of questions each respondent said he would ask an expert on the topic of his focal situation if such an expert were available. The expert was described as "someone who could answer all your questions." (See variable 33 in Table 5-1.)

* Information types. The general purpose of this variable is to tap the nature of the things the respondent wanted to find out, the questions the respondent wanted to ask, the understandings the respondent wanted to attain. The major use of this variable in this chapter is to focus on the nature of the questions the respondent wanted to ask the expert about the focal situation. A second use is to compare the kinds of questions the respondent would want to ask an expert with the kinds of things the respondent did, in fact, try to find out in his focal situation. This qualitative variable taps the kinds of information in the broadest sense, that the respondent tried to find out or was asking for. (See variable 28 in Table 5-1.) This variable is reported both in terms of subcategories and in terms of major categories.

* Number of things would want expert to know. This variable taps the number of things the respondent would want the expert to know about himself and his focal situation so that the expert could really be helpful. The intention is to examine, in relation to actual focal situations, the degree to which clients want information practitioners to have information about themselves and their situations. (See variable 34 in Table 5-1.)

* What R wants expert to know. This variable taps qualitatively

the nature of the things the respondent would want an expert to know about himself and his focal situation so that the expert could be really helpful. The intention of this variable is to examine the kinds of things clients want information practitioners to know about them and their situations. (See variable 35 in Table 5-1.)

- Likelihood of library having information. This variable simply taps how likely the respondent thought it was that a library would have some information that would be helpful in the focal situation. (See variable 36 in Table 5-1.)

Comparison variables. A number of variables are used in this chapter to amplify the hypothetical use of experts and information variables. These comparison variables are:

- Initial resolution state. This variable taps the respondent's perception of the resolution state (unresolved or resolved) of his situation at the point of initial articulation. The purpose is to see whether there is a difference in the projected information behavior of the respondent (i.e. What would you ask an expert? What would you like an expert to know about you and your situation? Is a library likely to have information that will help you in this situation?) between unresolved and resolved situations. See Chapter III for a full discussion of resolution state. Basically, the variable taps whether the respondent saw his situation as done or not done. Intertwined with the concept are dimensions of time (was the situation around long enough to be resolved?) and resolvability (was the situation potentially resolvable or problematic?). (See variable 4 in Table 5-1.)

- Decision, problem, worry, comprehending index states (DPWC). This variable taps how respondents saw themselves moving in their situations (see Chapters III and VIII for full discussion). Basically, the variable taps the extent to which the respondents saw their situations as decisions (where a choice was needed between two or more alternatives); problems (where a goal was known but an obstacle stood in the way); worries (where nothing could be done and control was lacking); or comprehending situations (where the respondent wanted the facts or wanted to understand what was going on). Strictly speaking, this is not one variable but four. Each situation could have potentially fallen into none or one to four of the index states. There was, in fact, about 50% overlap (see Chapter VIII). Comparisons will be made across the DPWC states on the focus variables listed above. Because of the overlap in DPWC states, however, these comparisons should be seen as conservative indications of the potential differences that exist. (See variable 11 in Table 5-1.)

Results

The analysis tables are presented at the end of this chapter. Major findings are listed below in the order that they were derived from tables; conclusions and implications are reserved for a final section of this chapter.

Table 13-1. This table looks at the number of questions a respondent would ask an expert about his focal situation. This number was determined by coders from the responses of Q29: "Now I'd like to ask a few questions about how you think an expert might help you in this situation. Imagine for a moment that there *is* such an expert on this situation--someone who could answer *all* your questions. If you were talking to such an expert, what questions would you want the expert to answer?" The units of analysis are the 267 General Population focal situations.

- Only 21.2% of the respondents had no questions they wanted to ask of the hypothetical expert.
- Almost half (48.4%) had two or more questions to ask an expert.
- The mean number of questions was 1.6 per respondent.

Table 13-2. This table looks at the sub-categories of types of information the respondent would ask an expert. The units of analysis are the 405 questions for experts elicited from General Population respondents.

- The types of information sought by the respondents' questions were varied. Of the 56 sub-categories of information types, all but 9 were sought by at least one respondent.
- The most frequent type of information sought (16.3%) was what is/are option(s)?
- 12.1% of the questions concerned what caused/what are reasons for this situation?
- 8.6% of the questions concerned what are directions for implementing solution?

* The remaining 63% of the questions were distributed across the remaining 44 of the sub-categories, with no sub-category having more than 6.0%.

Table 13-3. This table looks at the major categories of types of information the respondent would ask of an expert. The units of analysis are the same as for Table 13-2.

* The questions are distributed across all the major categories with the percentages in the categories ranging from 6.2% to 24.9%.

* Two of the six categories account for nearly half (48.6%) of the questions. Assess situation/system had 24.9%, and learn options/alternatives had 23.7%.

* The least frequent major category was turn to others for their ideas/opinions/agreement which had 6.2%.

Table 13-4. This table compares the number of questions a respondent would ask an expert about his focal situation for unresolved and resolved situations. The units of analysis are the same as for Table 13-1.

* The mean number of questions per respondent was 1.6 for those with unresolved situations and 1.4 for those with resolved situations.

* 24.0% of the respondents with unresolved situations would ask three or more questions of an expert, while 16.5% of the respondents with resolved situations would ask three or more questions of an expert.

Table 13-5. This table compares the distribution of major categories of types of information the respondent would ask of an expert for unresolved and resolved situations. The units of analysis are the same as for Table 13-2.

* Of the questions from respondents with unresolved situations, 29.2% were judged by coders to be in the category of assess situation/system. Of the questions from respondents with resolved situations, only 15.3% were judged to be in this category.

* Only 11.7% of the respondents with unresolved situations would ask questions in the locate self/situation/others in time and space, while 21.0% of the respondents with resolved

situations would ask questions in this category.

- Turn to others for their ideas/opinions/agreement was the least frequent (6.2%) major category. But, for respondents with unresolved situations, even fewer questions (4.6%) fell in this class; 9.7% of those with resolved situations had questions in this class.

Table 13-6. This table compares the number of questions a respondent would ask an expert about his focal situation for situations in decision, problem, worry, and comprehending index states. The units of analysis are the same as for Table 13-1.

- There was relatively little difference in the number of questions respondents in the different states would ask an expert. The highest means (1.8 each) were in the decision and problem index states and the comprehending state (1.7). Worry state was somewhat less, with a mean of 1.5.

Table 13-7. This table compares the categories of types of information the respondent would ask of an expert for situations in decision, problem, worry, and comprehending index states. The units of analysis are the same as for Table 13-2.

- Generally, the rank orders of the distributions of mentions across the six information type categories were the same across the four states. For all, assess situation/system was the most frequently mentioned; learn options/alternatives was the second; and turn to others for their ideas/opinions/agreement was the least frequent. For the other categories there was some difference in the ranks but not a great deal.

- More important, however, is that each one of the index states showed differences in the frequency with which different questions would be asked.

- For the assess situation/system category, comprehending states and decision states had the highest percentages (31.0% and 29.7% respectively) compared to worries (27.0%) and problems (25.7%).

- For learn options/alternatives, the problem states were highest (25.1%), compared to 22.8% for decisions, 21.2% for comprehending, and 20.1% for worries.

- For the locate self/situation/others in time and space category, decisions had the highest frequency (16.4%), compared to 14.9% and 14.6% for worries and comprehending states respectively. The low was 10.0% for problems.

- For learn reasons/causes/underlying motives/history, worries had the most frequent mention (17.2%), compared to the low for decisions (9.1%). In between were problems (14.7%) and comprehending states (13.7%).

- In the turn to others for their ideas/opinions/agreement category, decisions, problems, and worries had about the same percentages (ranging from 6.3% to 6.8%), compared to a low of 4.4% for comprehending.

- Finally, respondents in problem states were somewhat more likely to ask procedures... questions (17.8%), compared to 15.5% for decisions, 14.4% for worries, and 15.0% for comprehending situations.

- In sum, then, given the known confounding between the DPWC states, the results clearly suggest that different questions were asked by respondents in different states. Respondents in decision states were more likely to ask questions allowing them to assess the situations and system and to locate themselves/the situation/other in time and space. The respondent in a problem state, in contrast, seemed to be more likely to know what kind of situation he was in and his own place within it. He was more likely than respondents in other states to want to learn about options and alternatives and procedures. The respondent in a worry state, however, was more likely than respondents in other states to ask questions about reasons and causes and underlying motives. Finally, the respondent in a comprehending state was, like the respondent in a decision state, more likely to want to assess the situation and the system.

Table 13-8. This table compares the categories of types of information the respondent would ask an expert with the categories of types of information the respondent actually tried to find out about his focal situation. The units of analysis are the 405 questions General Population respondents said they would ask an expert and the 397 information things they actually tried to find in their focal situations.

- Practitioners should be warned that the types of information clients say they would try to find out and what they actually do try to find out may be different. The smallest difference between percentages of information types was 3.1%, the largest difference was 10.6%.

- Only 13.1% of the things respondents actually tried to find out were coded in the learn/options alternatives category. In contrast, 23.7% of the questions respondents would ask experts were coded in that category.

- Only 9.3% of the things respondents actually tried to find out were coded in the locate self/situation/others in time and space. However, 14.6% of the questions respondents would ask experts were coded in that category.

- On the other hand, 19.9% of the things respondents actually tried to find out were coded in the learn reasons/causes/underlying motives/history category versus only 14.3% of the questions respondents would ask experts.

- 10.3% of the things respondents actually tried to find out were coded in the turn to others for their ideas/opinions/agreement category, versus only 6.2% of the questions respondents would ask experts.

Table 13-9. This table looks at the number of things respondents wanted an expert to know about themselves or their focal situations. The units of analysis are the 267 General Population focal situations.

- The great majority of the respondents had things which they wanted an expert to know about themselves or their focal situations so the expert could really help. 65.2% of the respondents named one or more things.

- 39.8% of the respondents had two or more things they wanted an expert to know.

- The mean number of things was 1.3 per respondent.

Table 13-10. This table displays the distribution of sub-categories of the things the respondent wanted an expert to know about himself or his situation. The units of analysis are the 319 things that General Population respondents said they would want an expert to know.

- The kinds of things respondents wanted experts to know were extremely varied. Of the 24 sub-categories of things, 23 had at least two things coded into the category.

- The most frequent thing the respondents wanted an expert to know was what the situation is like. 14.1% of the things were coded into that sub-category.

* The next most frequently cited thing was R's available resources, with 11.0%.

* Other sub-categories with 6.0% or more of the things were: R's personality and likes and wants (8.2%); other characteristics of R (7.2%); R's internal states (emotions) (6.6%); R's past experiences with situations like this (6.6%); R's priorities, goals (6.6%); and R's abilities (past and future) (6.2%).

* The 24 sub-categories can be organized into four major categories. When this was done, by far the most frequent category of things (38.3%) respondents wanted experts to know was characteristics of respondents. Next most frequent (25.4%) was the general category nature of situation. This was followed by what R has done/can do toward resolution (20.7%) and restraints on respondents (15.6%).

Table 13-11. This table compares the number of things respondents wanted an expert to know about themselves or their focal situations across unresolved situations and resolved situations. The units of analysis are the same as for Table 13-9.

* The number of things respondents wanted an expert to know did not change for unresolved versus resolved situations. The mean number of things named was 1.3 for both unresolved and resolved situations.

Table 13-12. This table compares the distribution of sub-categories of the things respondents wanted an expert to know about themselves or their situations across both unresolved and resolved situations. The units of analysis are the same as for Table 13-10.

* While the number of things the respondent wanted an expert to know did not change for unresolved and resolved situations, the kind of thing did seem to shift focus. In general, the respondent with an unresolved situation wanted the expert to know about himself; the respondent with a resolved situation wanted the expert to know about others in the respondent's situation.

* Respondents with unresolved situations named more things in the R's internal state (emotions) category (8.7% versus 2.7%), in the R's available resources category (13.0% versus 7.1%), and in the R's abilities (past and future) category (7.3% versus 4.5%). On the other hand, respondents with resolved situations named more things in the behavior of others

(external) category (7.1% versus 1.9%), in the internal states or personalities of others category (4.5% versus 0.5%), and in the R's social matrix/contacts category (6.3% versus 3.9%).

Table 13-13. This table compares the number of things respondents wanted an expert to know about themselves or their focal situations across the decision, problem, worry, and comprehending index states. The units of analysis are the same as for Table 13-9.

- * Whereas the mean number of things did not change for respondents with unresolved versus resolved situations (1.3 for both), the means were different for the index states.

- * Respondents whose situations were indexed in the decision state had a mean of 1.6 things they would want an expert to know, compared to a low of 1.2 for respondents in worry states. Both problem and comprehending states had means of 1.4.

Table 13-14. This table compares the sub-categories of things the respondent wanted an expert to know about himself or his situation across the decision, problem, worry, and comprehending index states. The units of analysis are the same as for Table 13-10.

- * The major finding is the comparison of the percentages of things respondents wanted an expert to know grouped by major categories. Each of the index states showed differences in the frequency with which the different major categories were cited.

- * The greatest differences between the index states were found for the category what R has done/can do toward resolution. Respondents in problem states cited the most things in this category (22.1%), while respondents in worry states cited the least (16.0%). In between were decisions (19.3%) and comprehending states (18.8%).

- * The next largest difference was found in the restraints on respondent category. Here, respondents in worry states had the highest mentions (19.1%), with comprehending states showing the lowest (13.8%). In between were decisions (15.2%) and problems (17.1%).

- * The next largest difference was found in the nature of situation category. Here, respondents in comprehending states were most likely to name things (29.8%), while those in problem states were least likely (24.2%). In between were decisions (24.2%) and worries (26.0%).

- * Finally, for the category characteristics of the respondent, respondents in decision states were more likely to cite this category (41.3%), compared to a low in problem states (36.4%). In between were worry states (39.0%) and comprehending states (37.6%).

- * In sum, then, given that the index states are a conservative indication of differences, the results suggest that in each of the problem states, respondents had somewhat different perceptions of what an expert ought to know about them to be most useful.

Table 13-15. This table looks at the frequency of respondent judgments of the likelihood of the library having information that would help in the situation. The units of analysis are the same as for Table 13-9.

- * Only 18.9% of the respondents thought it very likely that a library would have helpful information; an additional 18.9% thought it somewhat likely. Almost half (49.6%) thought it not likely at all.

Table 13-16. This table compares the frequency of respondent judgments of the likelihood of the library having information across unresolved and resolved situations. The units of analysis are the same as for Table 13-9.

- * Respondents with unresolved situations were more pessimistic about the library having information that would help. 54.3% of the respondents with unresolved situations said the library was not likely at all to have information that would help, while only 40.0% of the respondents with resolved situations were so pessimistic.

Table 13-17. This table compares the frequency of respondent judgments of the likelihood of the library having needed information across decision, problem, worry, and comprehending index states. The units of analysis are the same as in Table 13-9.

- * The general pattern found indicated that respondents whose situations were either problems or worries were less likely to think that the library would have helpful information. Those judging that the library was not likely at all to have helpful information for the different states were: problem, 53.6%; worry, 55.2%; comprehending, 47.3%; and decision, 44.1%.

* On the other hand, respondents whose situations were either decision or comprehending states were more optimistic. Respondents who thought the library was either somewhat likely or very likely to have information that would help for the different states were: decision, 42.4%; comprehending, 38.0%; problem, 36.4%; and worry, 33.6%.

Conclusions and implications

Briefly, the two purposes of this chapter were to examine: 1) what questions respondents would ask an expert if one were available for their focal situation; and 2) what things respondents thought the expert should know about them and their situations if the expert were to be really helpful.

Though the conclusions must be constrained by the fact that respondents were not actual clients, asking respondents about hypothetical information behavior can provide insights for the design and operation of information services. In particular, these respondents were responding to hypothetical questions with their individual situation in mind. Thus, respondents were able to give voice to information they would want an expert to provide and information they would want an expert to know about them and their unique situation. Further, these expressions of information needed by the client and by the practitioner were given in a system-free environment, and thus were not constrained by previous experience or expectations of a given information system. The effect of this system-free quality can be seen when we contrast the 78.8% of the respondents that had questions to ask the expert with the 49.6% of the respondents who thought it very unlikely that a library would have helpful information for the situation. Thus, the kind of questions respondents would ask expert and the types of things respondents thought the expert should know can suggest guidelines for future client and information practitioner interaction.

* The immediate implication is that the great majority of

respondents (78.8%) had at least one question for an expert. Further, situation resolution did not seem to reduce the percentage (75.3%). Clearly, there is a need for the information practitioner role in the understanding and resolution of everyday problems.

- In addition to the quantity of questions, the variety of types of information wanted is impressive. The types of information wanted spread across 47 sub-categories of the content analysis scheme. When this variety of information types is considered along with the great variety of topics (see Chapter VI for the variety of topics for focal situations), the potential task of the information practitioner becomes overwhelming. The information practitioner cannot deliver answers to every client that comes for help; however, the practitioner can better instruct clients how they can inform themselves. Further, the practitioner can better learn how to refer clients to appropriate information sources.

- Resolution status did not predict the likelihood of a respondent's having questions to ask an expert, but it did predict differences in the type of question asked. Respondents with unresolved situations were more likely to ask questions concerning assess situation/system (29.2% compared to 15.3% for resolved). Respondents with resolved situations were more likely to ask questions concerning locate self/situation/others in time and space (21.0% compared to 11.7% for unresolved). Thus, practitioners should be aware that the desire for information concerning a situation may not be removed by the resolution of that situation, but that the type of information desired may change.

- Even given the known confounding between the DPWC states, the results clearly indicated that different questions were asked by respondents in different states. Respondents in decision states were more likely to ask questions allowing them to assess the situation/system and to locate self/situation/others in time and space. The individual in a problem state, on the other hand, seemed to be less likely to ask what kind of situation he was in and his own place within it. He was more likely than respondents in other states to want to learn about options/alternatives/procedures. The respondent in a worry state, however, was more likely than respondents in other states to ask questions about reasons/causes/underlying motives. Finally, the respondent in a comprehending state, like the respondent in a decision state, was more likely to want to assess the situation/system. This pattern, which relates type of question to the DPWC state, indicates that knowledge of a client's DPWC state should help the practitioner anticipate the kinds of information potentially most useful to the client.

* The situationality of the respondent was constantly shifting. The thing he needed to know at one moment was not necessarily the same as the thing he needed to know at the next moment. This shift was illustrated by the difference in distribution of what the respondents actually tried to find out and what the respondents would try to find out from an expert. This shift may also illustrate the difference between what respondents said they did and what they said they would do. In either case, the lesson for the information practitioner is the same: The information sought by a client depends on his situationality, where he is in his situation at a given time. The information that client needs can be determined only at the moment [illegible]mmunication directly with the client. It cannot be predicted from knowledge of either the client or the situation alone.

* This point concerning knowledge of the client moving through his situation was reinforced by examination of the kinds of things respondents would want the expert to know about them and their situations. The most frequent sub-category was what situation is like (14.1%), followed by respondent's available resources (11.0%), and by respondent's personality and likes and wants (8.2%). Again, we have the rounded portrait of the individual in his particular situation, the situationality to which the practitioner must relate.

* Further evidence was found in the fact that 65.2% of the respondents said they had thing(s) they would like experts to know about themselves or their situations. This finding indicates that clients seem to expect practitioners to pay attention to the kind of information clients bring with them before the practitioners begin giving help.

* Respondents with unresolved situations were more likely to want an expert to know about R's available resources (13.0%), R's internal state (emotions) (8.7%), and R's abilities (past and future) (7.3%) than were respondents with resolved situations. Respondents with resolved situations were more likely to want the expert to know about behavior of others (external) (7.1%), R's social matrix/contacts (6.3%), and internal states or personalities of others (4.5%). This pattern may indicate that while persons with unresolved situations want help in resolving them, persons with resolved situations are concerned with learning from the situation so that they can better resolve situations in the future. This pattern also suggests a potential role for information practitioners to help individuals inform themselves, even when their situations are resolved.

* Insight into the client's situationality is provided by examining the differences in what respondents would want the expert to know across DPWC states. Even though these index

states are conservative indications of differences, the emerging pattern can be of help to the information practitioner. Respondents in decision states, for instance, were most likely to want the expert to know about characteristics of the respondent. That is, if the expert is to be of help to the respondent who is choosing among alternatives, the expert should know about the respondent so that the decision can fit that person's unique characteristics. Respondents in problem states wanted the expert to know what R has done/ can do toward resolution more often than did respondents in other states. This finding suggests that respondents with obstacles between themselves and their goals were the most likely to want an expert to know what they had already tried in coping with their problems. Respondents in worry states were most likely to want the expert to know about restraints on respondent. This finding suggests that respondents in situations in which they lacked control wanted an expert to know why they lacked control. Respondents in comprehending states were most likely to want an expert to know about the nature of situation. This finding suggests that respondents who felt they didn't understand what was going on in their situations were more likely to take a comprehending approach. Confirmation comes from the fact that those in problem states were least likely to cite this category. By definition, respondents in problem states knew where they were heading and knew that an obstacle stood in the way. In sum, then, the DPWC state of the respondent gives some indication of the kind of information he would want an expert to know about him and his situation. Information practitioners should be alert to the kinds of information they ought to elicit from clients, as well as to the kind of information they can deliver to clients who see themselves in different situations.

* Even though the responses to the questions, what would you ask of an expert and what would you want an expert to know, indicate a rich variety of types of information sought and information deemed relevant, the expectation that formal information sources can help is low. Almost half of the respondents thought it unlikely that the library would have information that would help. This low expectation concerning the library clearly identifies a need for increased communication between the library and its potential clients, since the library sees itself as having information that would help in these situations.

Table 13-1

Distribution of number of questions R would ask experts (General Population Sample only).

NUMBER OF QUESTIONS	PERCENTAGE OF FOCAL SITUATIONS
None	21.2
One	30.4
Two	26.9
Three	14.6
Four or more	6.9
MEAN # QUESTIONS	1.6
TOTAL FOCAL SITUATIONS	100.0[b] (n=260)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations. For this analysis 7 cases were missing, yielding the n=260 above.

[b] This table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 13-2

Distribution of sub-categories of question types R would ask experts (General Population Sample only).

SUB-CATEGORIES OF QUESTION TYPES	PERCENTAGE OF QUESTIONS
ASSESS SITUATION/SYSTEM	
What are resources/services?	7.2
Who are decision makers?	0.5
What are rules/laws?	5.9
What is system's structure/hierarchy?	1.2
Who/what else is in picture?	0.7
What are mandated responsibilities of agencies/people?	2.2
What is my role?	1.0
How well does system work?	4.4
What's the system/situation like generally?	1.7
Other	0.0
LEARN OPTIONS/ALTERNATIVES	
What is/are option(s)?	16.3
What is/are better option(s)?	0.3
Which option will work/is best?	4.0
How do options compare? (non-cost criteria)	2.0
What does an option cost?	0.5
How do 2 or more options compare on cost?	0.5
What are my priorities?	0.0
What other ways could I think about this?	0.0
What alternatives are just right for me?	0.3
Other	0.0
LOCATE SELF/SITUATION/OTHERS IN TIME AND SPACE	
When should I do things?	0.7
When can I do things vis-a-vis others?	0.3
When did others do things?	0.7
Will the situation be resolved?	1.7
If I do this, what are consequences?	3.7
If this happens, what will happen simultaneously?	1.2
Where should I do things?	1.2
Where did things happen?	1.5
What is the extent/boundary of something?	2.5
Other	1.0
LEARN REASONS/CAUSES/UNDERLYING MOTIVES/HISTORY	
What caused/what are reasons for this situation?	12.1
What were their underlying motives/reasons?	1.2
What were my underlying motives/reasons?	0.5
What in my past serves as guideline?	0.0
What in their past serves as guideline?	0.3
Other	0.3

(continued)

Table 13-2 (Continued)

SUB-CATEGORIES OF QUESTION TYPES	PERCENTAGE OF QUESTIONS
TURN TO OTHERS FOR THEIR IDEAS/OPINIONS/AGREEMENT	
Was I getting good information?	0.3
Can I persuade others?	0.7
Are others aware of the situation?	1.0
Will someone just listen?	0.0
Do others agree with me?	0.0
What do others think/want me to do? (informal sources)	2.0
What do others think/want me to do? (formal sources)	1.2
What do mass media say about this?	0.0
Will someone do it for me?	0.7
Other	0.3
PROCEDURES FOR IMPLEMENTING SOLUTION/DEALING WITH SITUATION	
What is best strategy?	2.7
What information can I get?	2.0
What are directions for implementing solution?	8.6
How do you negotiate a system?	0.3
How do you balance things?	0.3
What are guiding principles?	0.0
What are religious principles?	0.3
How do you fight back?	1.2
What is the natural order of things?	0.3
Other	0.7
TOTAL QUESTIONS	100.0[b] (n=405)[a]

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[a] The unit of analysis for this table is the questions R would ask experts. Each respondent with a focal situation was coded on a maximum of 4 questions. The General Population Sample yielded 405 questions across 267 respondents with a focal situation. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 13-3

Distribution of major categories of question types R would ask experts (General Population Sample only).

MAJOR CATEGORIES OF QUESTION TYPES	PERCENTAGE OF QUESTIONS
Assess situation/system	24.9
Learn options/alternatives	23.7
Locate self/situation/others in time and space	14.6
Learn reasons/causes/underlying motives/history	14.3
Turn to others for their ideas/opinions/agreement	6.2
Procedures for implementing solution/dealing with situation	16.3
TOTAL QUESTIONS	100.0[b] (n=405)[a]

[a] The unit of analysis for this table is the questions R would ask experts. Each respondent with a focal situation was coded on a maximum of 4 questions. The General Population sample yielded 405 questions across 267 respondents with a focal situation. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 13-4

Comparison of number of questions R would ask experts in unresolved versus resolved situations (General Population Sample only).

NUMBER OF QUESTIONS	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
None	19.4	24.7	21.2
One	30.9	29.4	30.4
Two	25.7	29.4	26.9
Three	17.1	9.4	14.6
Four or more	6.9	7.1	6.9
MEAN # QUESTIONS	1.6	1.4	1.6
TOTAL FOCAL SITUATIONS	100.0 (n=175)	100.0 (n=85)	100.0[b] (n=260)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations of which 260 were coded on "number of questions respondent would ask of expert."

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of data set out in Table 13-1, showing the distribution across all focal situations whether resolved or unresolved.

Table 13-5

Comparison of major categories of question types R would ask experts in unresolved versus resolved situations (General Population Sample only).

MAJOR CATEGORIES OF QUESTION TYPES	PERCENTAGE OF QUESTIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
Assess situation/system	29.2	15.3	24.9
Learn options/alternatives	23.1	25.0	23.7
Locate self/situation/others in time and space	11.7	21.0	14.6
Learn reasons/causes/underlying motives/history	15.0	12.9	14.3
Turn to others for their ideas/opinions/agreement	4.6	9.7	6.2
Procedures for implementing solution/dealing with situation	16.4	16.1	16.3
TOTAL QUESTIONS	100.0 (n=281)	100.0 (n=124)	100.0[b] (n=405)[a]

[a] The unit of analysis for this table is the question respondents would ask experts. Each respondent with a focal situation was coded on a maximum of 4 questions. The General Population Sample yielded 405 questions across 267 respondents with focal situations. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of data set out in Table 13-3, showing the distribution across all questions whether resolved or unresolved.

Table 13-6

Comparison of number of questions R would ask experts across decision, problem, worry, and comprehending index states (General Population Sample only).

NUMBER OF QUESTIONS	PERCENTAGE OF FOCAL SITUATIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
None	13.6	17.4	19.7	15.9	21.2
One	28.0	26.6	34.2	30.3	30.4
Two	28.8	29.4	28.2	28.0	26.9
Three	18.6	16.5	13.7	18.2	14.6
Four or more	11.0	10.1	4.3	7.6	6.9
MEAN # QUESTIONS	1.8	1.8	1.5	1.7	1.6
TOTAL FOCAL SITUATIONS	100.0 (n=118)	100.0 (n=109)	100.0 (n=117)	100.0 (n=132)	100.0[b] (n=260)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry/comprehending comparison involved only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these total ns and those in the table above are due to missing data.

[b] This table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 13-1, showing the distribution of all focal situations regardless of DPWC index states.

Table 13-7

Comparison of major categories of question type R would ask experts across decision, problem, worry, and comprehending index states (General Population Sample only).

MAJOR CATEGORIES OF QUESTION TYPE	PERCENTAGE OF QUESTIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Assess situation/system	29.7	25.7	27.0	31.0	24.9
Learn options/alternatives	22.8	25.1	20.1	21.2	23.7
Locate self/situation/ others in time and space	16.4	10.0	14.9	14.6	14.6
Learn reasons/causes/underlying motives/history	9.1	14.7	17.2	13.7	14.3
Turn to others for their ideas/opinions/agreement	6.4	6.8	6.3	4.4	6.2
Procedures for implementing solution/dealing with situation	15.5	17.8	14.4	15.0	16.3
TOTAL FOCAL SITUATIONS	100.0 (n=219)	100.0 (n=191)	100.0 (n=174)	100.0 (n=225)	100.0[b] (n=405)[a]

[a] The unit of analysis for this table is the questions R would ask experts. Each respondent with a focal situation was coded on a maximum of 4 questions. The General Population Sample yielded 405 questions. The decision/problem/worry/comprehending comparison involved only those questions for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 219, decision; 191, problem; 174, worry; 225, comprehending. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 13-3, showing the distribution of all questions regardless of DPWC index states.

Table 13-8

Comparison of major categories of question/information types in questions R would ask experts versus information things tried to find out (General Population Sample only).

MAJOR CATEGORIES OF QUESTION/INFORMATION TYPES	PERCENTAGE OF QUESTIONS TO EXPERTS	PERCENTAGE OF INFORMATION THINGS[d]
Assess situation/system	24.9	28.0
Learn options/alternatives	23.7	13.1
Locate self/situation/others in time and space	14.6	9.3
Learn reasons/causes/underlying motives/history	14.3	19.9
Turn to others for their ideas/opinions/ agreement	6.2	10.3
Procedures for implementing solution/ dealing with situation	16.3	19.4
TOTAL QUESTIONS/INFORMATION THINGS	100.0[b] (n=405)[a]	100.0[b] (n=397)[c]

[a] The unit of analysis for this sub-table is the questions R would ask experts. Each respondent with a focal situation was coded on a maximum of 4 questions. The General Population Sample yielded 405 questions across 267 respondents with a focal situation. There were no missing data foe this analysis.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The unit of analysis for this sub-table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things tried to find out. The General Population Sample yielded 397 things across 267 respondents with a focal situation. There were no missing data for this analysis.

[d] This data is repeated from Table 12-3.

Table 13-9

Distribution of number of things respondent would want expert to know (General Population Sample only).

NUMBER OF THINGS	PERCENTAGE OF FOCAL SITUATIONS
None	34.8
One	25.4
Two	19.9
Three	17.2
Four	2.7
MEAN # THINGS	1.3
TOTAL FOCAL SITUATIONS	100.0[b] (n=256)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations. The discrepancy between this n and the 256 above is due to missing data.

[b] This table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 13-10

Distribution of sub-categories of things R wants expert to know (General Population Sample only).

SUB-CATEGORIES OF THINGS	PERCENTAGE OF THINGS R WANTS EXPERT TO KNOW
NATURE OF SITUATION	
What situation is like	14.1
Why R is involved in situation	1.9
Injustices that have been wrought	0.6
More than R's version of story	0.9
Behavior of others (external)	3.8
Internal states or personalities of others	1.9
Other nature of situation	2.2
CHARACTERISTICS OF RESPONDENT	
R's past behavior	4.4
R's social matrix/contacts	4.7
R's possessions, characteristics of	4.4
R's internal state (emotions)	6.6
R's personalities and likes and wants	8.2
R's interests	2.8
Other characteristics of R	7.2
RESTRAINTS ON RESPONDENTS	
R's available resources	11.0
Time restraints	2.8
Urgency of situation	0.0
Space restraints	0.9
Other restraints on R	0.9
WHAT R HAS DONE/CAN DO TOWARD RESOLUTION	
R's past experience with situations like this	6.6
R's priorities, goals	6.6
What R tried already	0.6
R's abilities (past and future)	6.3
Other what R has done	0.6
	100.0[b] (n=319)[a]

[a] The unit of analysis for this table is the things respondent would want expert to know. Each respondent with a focal situation was coded on a maximum of 3 things. The General Population Sample yielded 319 things. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 13-11

Comparison of number of things R wants expert to know in unresolved versus resolved situations (General Population Sample only).

NUMBER OF THINGS R WANTS EXPERT TO KNOW	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
None	35.1	34.1	34.8
One	27.5	21.2	25.4
Two	18.1	23.5	20.0
Three	16.4	18.8	17.2
Four	2.9	2.4	2.7
MEAN # THINGS	1.3	1.3	1.3
TOTAL FOCAL SITUATIONS	100.0 (n=171)	100.0 (n=85)	100.0[b] (n=256)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations across 300 respondents. Discrepancies between this n and that above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of data set out in Table 13-9, showing the distribution regardless of resolution states.

Table 13-12

Comparison of sub-categories of things R wants expert to know in unresolved versus resolved situations (General Population Sample only).

SUB-CATEGORIES OF THINGS	PERCENTAGE OF THINGS R WANTS EXPERT TO KNOW		
	Unresolved Situations	Resolved Situations	All Situations[c]
NATURE OF SITUATION			
What situation is like	14.0	14.3	14.1
Why R is involved in situation	2.4	0.9	1.9
Injustices that have been wrought	1.0	0.0	0.6
More than R's version of story	1.5	0.0	0.9
Behavior of others (external)	1.9	7.1	3.8
Internal states (or personalities) of others	0.5	4.5	1.9
Other nature of situation	1.9	2.7	2.2
CHARACTERISTICS OF R			
R's past behavior	3.9	5.4	4.4
R's social matrix/contacts	3.9	6.3	4.7
R's possessions, characteristcs of	4.4	4.5	4.4
R's internal state (emotions)	8.7	2.7	6.6
R's personality and likes and wants	8.7	7.1	8.2
R's interests	2.4	3.6	2.8
Other characteristics of R	6.3	8.9	7.2
RESTRAINTS ON RESPONDENTS			
R's available resources	13.0	7.1	11.0
Time restraints	2.4	3.6	2.8
Urgency of situation	0.0	0.0	0.0
Space restraints	0.5	1.8	0.9
Other restraints on R	1.5	0.0	0.9
WHAT R HAS DONE/CAN DO TOWARD RESOLUTION			
R's past experience with situations like this	7.3	5.4	6.6
R's priorities, goals	6.3	7.1	6.6
What R tried already	0.5	0.9	0.6
R's abilities (past and future)	7.3	4.5	6.3
Other what R has done	0.0	1.8	0.6
	100.0 (n=207)	100.0 (n=112)	100.0[b] (n=319)[a]

[a] The unit of analysis for this table is the things respondent wants expert to know. Each respondent with a focal situation was coded on a maximum of 3 such things. The General Population Sample yielded 319 units.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The total data are obtained from Table 13-10, showing the distribution across all situations regardless of resolution state.

Table 13-13

Comparison of number of things R wants expert to know across decision, problem, worry, and comprehending index states (General Population Sample only).

NUMBER OF THINGS R WANTS EXPERT TO KNOW	PERCENTAGE OF FOCAL SITUATIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
None	23.9	29.9	36.0	26.2	34.8
One	27.4	29.9	29.8	29.2	25.4
Two	23.1	19.6	17.5	23.9	19.9
Three	20.5	16.8	14.9	16.9	17.2
Four	5.1	3.7	1.8	3.9	2.7
MEAN # THINGS	1.6	1.4	1.2	1.4	1.3
TOTAL FOCAL SITUATIONS	100.0 (n=117)	100.0 (n=107)	100.0 (n=114)	100.0 (n=130)	100.0[b] (n=256)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations, 256 of which were coded on the "number of things R wants expert to know." The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 13-9, showing the distribution of all focal situations regardless of DPWC index states.

Table 13-14

Comparison of sub-categories of things R wants expert to know across decision, problem, worry, and comprehending index states (General Population Sample only).

SUB-CATEGORIES OF THINGS	PERCENTAGE OF THINGS R WANTS EXPERT TO KNOW				
	Decision	Problem	Worry	Comprehending	All Situations[c]
NATURE OF SITUATION					
What situation is like	12.4	14.3	15.3	16.0	14.1
Why R is involved in situation	1.1	0.7	1.5	1.1	1.9
Injustices that have been wrought	1.1	1.4	0.8	1.1	0.6
More than R's version of story	1.1	2.1	1.5	1.1	0.9
Behavior of others (external)	5.1	3.6	3.8	5.5	3.8
Internal states or personalities of others	1.1	0.0	0.8	2.2	1.9
Other nature of situation	2.3	2.1	2.3	2.8	2.2
CHARACTERISTICS OF RESPONDENTS					
R's past behavior	4.0	2.9	2.3	3.3	4.4
R's social matrix/contacts	6.2	4.3	4.6	5.0	4.7
R's possessions, characteristics of	3.4	4.3	3.8	4.4	4.4
R's internal state (emotions)	8.5	7.1	7.6	6.1	6.6
R's personality and likes and wants	8.5	7.1	10.7	8.3	8.2
R's interests	2.8	3.6	0.8	3.3	2.8
Other characteristics of R	7.9	7.1	9.2	7.2	7.2
RESTRAINTS ON RESPONDENTS					
R's available resources	9.0	12.9	15.3	9.9	11.0
Time restraints	4.0	1.4	1.5	2.2	2.8
Urgency of situation	0.0	0.0	0.0	0.0	0.0
Space restraints	1.1	0.7	0.8	0.6	0.9
Other restraints on R	1.1	2.1	1.5	1.1	0.9
WHAT R HAS DONE/CAN DO TOWARD RESOLUTION					
R's past experience with situations like this	7.9	9.3	7.6	5.5	6.6
R's priorities, goals	5.7	4.3	2.3	6.6	6.6
What R tried already	0.6	0.7	0.8	0.6	0.6
R's abilities (past and future)	4.0	6.4	5.3	5.0	6.3
Other what R has done	1.1	1.4	0.0	1.1	0.6
	100.0 (n=177)	100.0 (n=140)	100.0 (n=131)	100.0 (n=181)	100.0[b] (n=319)[a]

[a] The unit of analysis for this table is the things respondents wanted experts to know. Each respondent with a focal situation was coded on a maximum of 3 such things. The General Population Sample yielded 319 things. The decision/problem/worry/comprehending comparison involves only those units articulated for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 177, decision; 140, problem; 131, worry; 181, comprehending. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The column is a repetition of the data set out in Table 13-10, showing the distribution across all "things" in all focal situations regardless of DPWC index state.

Table 13-15

Distribution of likelihood of using library (General Population Sample only).

LIKELIHOOD OF LIBRARY USE	PERCENTAGE OF FOCAL SITUATIONS
Not likely	49.6
Somewhat unlikely	12.7
Somewhat likely	18.9
Very likely	18.9
TOTAL FOCAL SITUATIONS	100.0[b] (n=260)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations across 300 respondents. Discrepancies between this n and that above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 13-16

Comparison of likelihood of library use in unresolved versus resolved situations (General Population Sample only).

LIKELIHOOD OF LIBRARY USE	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
Not likely	54.3	40.0	49.6
Somewhat unlikely	9.7	18.8	12.7
Somewhat likely	16.6	23.5	18.9
Very likely	19.4	17.6	18.9
TOTAL FOCAL SITUATIONS	100.0 (n=175)	100.0 (n=85)	100.0[b] (n=260)[a]

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations, of which 260 were coded on "likelihood of library use."

[b] This table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a repetition of the data set out in Table 13-15, showing the distribution across all focal situations whether resolved or unresolved.

Table 13-17

Comparison of likelihood of library use across decision, problem, worry, and comprehending index states (General Population Sample only).

LIKELIHOOD OF LIBRARY USE	PERCENTAGE OF FOCAL SITUATIONS				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Not likely	44.1	53.6	55.2	47.3	49.6
Somewhat unlikely	13.6	10.0	11.2	14.7	12.7
Somewhat likely	22.9	19.1	16.4	19.4	18.9
Very likely	19.5	17.3	17.2	18.6	18.9
TOTAL FOCAL SITUATIONS	100.0 (n=118)	100.0 (n=110)	100.0 (n=116)	100.0 (n=129)	100.0[b] (n=260)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations, 260 of which were coded on "likelihood of library use." The decision/problem/worry/comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these ns and the total ns above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will, of course, sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 13-15, showing the distribution of all focal situations regardless of DPWC index states.

CHAPTER XIV

SITUATION RESOLUTIONS

Purpose

This last analytic chapter focuses on respondent descriptions of their focal situations, specifically situation resolutions. Prior research has placed a great deal of emphasis on predicting resolution state, but this study has assumed that "resolution" is a matter of personal definition. Thus, in this report, resolution state has been used as a major comparison variable rather than as a focus or criterion variable. Resolution state is seen as an important situation descriptor, one which taps whether the respondent saw his situation as "done" (i.e. resolved, forgotten, put aside) or "not done" (i.e. still being worked on or worried about). In this context, resolution state is seen as tapping dimensions of time (i.e. some situations simply hadn't been around long enough to be resolved) and dimensions of resolvability (i.e. some situations are seen as being unresolvable or problematic).

The purpose of this chapter is to present an enlarged portrait of respondent perceptions of "resolution." In particular, the chapter looks at respondent perceptions of the resolution states of situations at the point of initial articulation (i.e. at the beginning of the field interview), as well as at the end of situation articulation (i.e. after approximately 45 minutes of situation description).[1]

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[1] See Chapter VII for an analysis of the changes over time in respondent perceptions of the resolution status of situations. These changes are discussed in the context of the general issue of the stability of articulation.

In addition, the chapter looks at respondent perceptions of the availability of resolutions for particular situations. Finally, the chapter looks at how respondents described the characteristics of their situation resolution states. Was the situation resolved the way the respondent wanted it to be? Was he satisfied with the resolution? If his situation was not resolved, did the respondent see the situation as still existing? Was he still working on it? If his situation was not resolved, what reasons did the respondent give for the lack of resolution?

The general purpose of this chapter, then, is primarily descriptive. Within this descriptive context, however, two specific purposes with major implications for the information practitioner emerge.

The first focuses mainly on the whole notion of "resolvability." Much of the prior work has implicitly assumed[2] that all situations are resolvable; yet everyday experience suggests that many life-facing situations simply are not resolvable in any absolute sense. One specific purpose of this chapter is to look at respondent perceptions of resolution states in this context.

A second specific purpose focuses on the notion of the availability and accessibility of resolutions. Much of the prior work on "information needs" has assumed that resources and solutions are available, and that the role of burgeoning information agencies is, in part, to link citizens with these resources and solutions; yet[3] again everyday experience suggests that some resolutions and solutions simply are not available in society. Further, some are available but are not accessible to some people. One purpose of this chapter is to look at the issue of availability and accessibility from the respondent's point of view. Taking the respondent's view is as important here as it has been throughout this report. It makes little difference if a resource is actually available or accessible in society from the point of view of an outside observer; if the individual does not see the resolution as available or accessible, it is not available or accessible to him.[4] A second purpose of this chapter, then, is to take a beginning look at respondent perceptions of resolution availability and accessibility.

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[2] This was a major criterion, for example, in the Warner et al. 1973 report in which a successful outcome was defined as one in which a question was satisfactorily answered or a problem solved. In that study, a multivariate analysis was performed to predict successful outcomes.

[3] For a more detailed discussion of the notions of availability and accessibility, see Dervin 1973b and Dervin 1976a.

Variables in this chapter

Focus variables: In this chapter, there are five focus variables. These are:

- Initial resolution state. This variable taps the respondent's perception of the resolution state (unresolved or resolved) of his situation at the point of initial articulation. See Chapter III for a full discussion of resolution state. Basically, the variable taps whether the respondent saw his situation as "done" or "not done". Intertwined within the concept are dimensions of time (was the situation around long enough to be resolved?) and resolvability (was the situation potentially resolvable or was it problematic?). (See variable 4 in Table 5-1.)
- Final resolution state. This variable taps the respondent's perception of the resolution state of his focal situation after

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[4] See Dervin 1973b and Dervin 1976a for definitions of available and accessible in this context. Briefly, from an individual's point of view, a resource is available if he feels it exists for at least one person in society; it is accessible when he sees it as being available to him.

10 pages of in-depth discussion. Each focal situation was respondent-coded as "unresolved" or "almost resolved" or "resolved." (See variable 9 in Table 5-1.)

* Resolution availability/accessibility. This is not a single variable, but a series of five items tapping the degree to which the respondent thought that information and/or resolutions were available and accessible for his focal situation. The respondent was asked in turn: how easy it was to deal with the situation, how available a resolution was, how available information was, how available outside help was, and how many people could resolve the same situation. Respondents described their perception of the information environment by selecting one of four possible sentence completions; for example, concerning information availability, "Would you say this situation is one for which information is...very available...somewhat available...somewhat unavailable...very unavailable." (See variable 37 in Table 5-1.)

* Terminal resolution status characteristics. This series of four measures taps various aspects of the terminal resolution state (see above). The respondent who considered his situation to be "resolved" was asked whether it was resolved the way he felt it should be, and how satisfied he was with the resolution. If the respondent reported that the situation was "almost resolved" or "unresolved", he was asked if the situation still existed, and if he was still working on it. (See variable 38 in Table 5-1.)

* Reasons for lack of resolution. For those respondents who viewed their final resolution state as either "almost resolved" or "unresolved," this variable taps the reasons why the situation was not completely resolved. These reasons were tapped qualitatively. (See variable 39 in Table 5-1.)

Comparison variables. In this chapter, there are two comparison variables. These are:

* Topic focus. This variable taps the topical content or area of focus of the brief articulations of situations. The variable was applied to a minimum of two brief articulation depths. For the analysis in this chapter, the variable is treated only in major categories. (See variable 3 in Table 5-1.)

* Decision, problem, worry, comprehending index states (DPWC). This variable taps how respondents saw themselves moving in their situations (see Chapter III and VIII for full discussion).

> Basically, the variable taps the extent to which respondents saw their situations as decisions (where a choice was needed between two or more alternatives); problems (where a goal was known but an obstacle stood in the way); worries (where nothing could be done and control was lacking); comprehending situations (where the respondent wanted the facts or to understand what was going on). Each situation could have potentially fallen into none or one to four of the index states. There was, in fact, about 50% overlap (see Chapter VIII). Comparisons will be made across the DPWC states on some of the focus variables listed above. Because of the overlap in DPWC states, however, these comparisons should be seen as conservative indications of the potential differences that may exist. (See variable 11 in Table 5-1.)

Results

The analysis tables are presented at the end of this chapter. Major findings are listed below in the order that they were derived from tables. Conclusions and implications are reserved for a final section of this chapter.

Table 14-1. The two sections of this table contrast the initial resolution status distribution with the final resolution status distribution. The units of analysis in both sections are the 267 General Population focal situations.

- * Generally, there were more focal situations reported as being unresolved, both initially (67.4%) and after lengthy articulation (59.0%), than were reported as being resolved.
- * The categories for describing resolution are different for the two distributions. Nevertheless, the proportion of unresolved versus resolved situations appears to be stable across the two measures taken at different times. (See Chapter VII for an explicit comparison of resolution state across time.)

Table 14-2. This table presents a comparison of the resolution status of all situations across the major topic focus categories. The unit of analysis for this table is the brief articulation depth. The General

Population sample yielded, in all, 1390 brief articulation depths. This discussion of findings cites only those major categories containing at least 50 depths.

- * Examination of the percentage of situations resolved in major categories revealed that situations whose topics were more within the respondent's control were more often described as resolved.
- * Thus, the highest percentage of resolved situations were in Housekeeping & household maintenance (32.4%), Child care, family & personal concerns (29.9%), and Health (26.9%).
- * In contrast, the lowest percentage of resolved situations were in Housing (19.0%), Consumer (18.4%), and Education & schooling (18.0%).

Table 14-3. This table compares the initial resolution status of focal situations across the decision, problem, worry, and comprehending index states. The units of analysis are the 267 General Population focal situations.

- * Resolution status tended to relate with the index states. While 67.4% of all focal situations were described as unresolved, 75.0% of the worry state situations were so described, followed by problem state situations (74.3%), and comprehending state situations (73.7%).
- * 67.5% of the decision state situations were described as unresolved, showing no difference from the percentage for all focal situations (67.4%).

Table 14-4. This table looks at the distribution of resolution availability/accessibility items. The units of analysis are the same as in Table 14-3.

- * Respondents judged well over half (70.8%) of their situations to be either somewhat difficult or very difficult to deal with. However, they generally considered that resolution, information, and outside help were available.
- * Information was judged to be very or somewhat available for 65.2% of the situations.

* Outside help was judged to be very or somewhat available for 58.3% of the situations.

* Resolution was judged to be very or somewhat available for 54.2% of the situations.

* When respondents were asked "How many people do you think will be able to resolve this situation?", responses were equally divided between optimistic and pessimistic. 49.7% said that all or most of them would be able to resolve the situation; 50.4% said only a few or none of them.

Table 14-5. This table compares the resolution availability/accessibility items in unresolved versus resolved situations. The units of analysis are the same as in Table 14-3. For purposes of this discussion, the four degrees of availability will be collapsed and treated as if dichotomous. Thus, "available" is the sum of the percentages for "very available" and "somewhat available."

* In general, the respondent who initially viewed his focal situation as unresolved considered the situation more difficult, felt that resolution was less available, felt that outside help was less available, and felt that fewer people could resolve such a situation. Thus, 24.3% of the unresolved situations were judged very easy or somewhat easy to deal with, versus 39.1% for the resolved. Resolution was "available" for 46.9% of the unresolved situations, versus 69.4% for the resolved. Outside help was "available" for 55.7% of the unresolved situations, versus for 63.8% of the resolved. All or most people were judged capable of resolving 43.9% of the unresolved situations, versus 60.9% for the resolved.

* However, initial resolution status appeared to make less difference for the availability of information. Information was "available" for 67.1% of the unresolved situations, versus for 61.2% of the resolved.

Table 14-6. This table compares the resolution availability/accessibility items across the decision, problem, worry, and comprehending index states. The units of analysis are the same as in Table 14-3. Again, for the purposes of this discussion, the four degrees of availability will be

collapsed and treated as if dichotomous. Thus, "available" is the sum of the percentages for "very available" and "somewhat available."

* The index state, or implications for movement by the respondent, did seem to relate to the respondent's perception of the availability and accessibility of resolution. For each of the items, resolutions were seen as less available/accessible for situations indexed in the worry or problem state; more available for those in the comprehending or decision state.

* The percentage of situations judged very easy or somewhat easy to deal with was 16.2% in the problem state, 20.2% in the worry state, 22.7% in the comprehending state, and 27.7% in the decision state.

* The percentage of situations for which resolution was judged "available" was 31.3% in the worry state, 43.1% in the problem state, 57.3% in the comprehending state, and 57.6% in the decision state.

* The percentage of situations for which information was judged "available" was 59.3% in the worry state, 61.8% in the problem state, 64.6% in the comprehending state, and 66.1% in the decision state.

* The percentage of situations for which outside help was judged "available" was 43.9% in the worry state, 50.9% in the problem state, 65.4% for the comprehending state, and 66.1% for the decision state.

* The percentage of situations judged resolvable by all of or most people was 31.7% in the worry state, 40.4% in the problem state, 50.8% in the comprehending state, and 53.4% in the decision state.

Table 14-7. This table looks at the distribution of terminal resolution status characteristics. The units of analysis are the same as in Table 14-3.

* In general, most of the respondents with resolved situations felt that their situations were resolved the way they should be and were satisfied with their resolutions. Most of the respondents with situations not completely resolved felt the situations still existed and they were still working on them.

* Of all respondents whose final resolution status was resolved, 74.5% felt their situations were resolved the way they should have been. Of these same respondents with resolved situations, 78.2% were very satisfied or somewhat satisfied with their resolutions.

- Of all respondents whose final resolution status was either partially or not resolved, the vast majority felt that their focal situation still existed, as opposed to the 5.2% who felt they did not. Of these same respondents, 84.8% reported that they were still working on their situations; 15.2% indicated that they were not.

Table 14-8. This table compares terminal resolution status characteristics across the decision, problem, worry, and comprehending (DPWC) index states. The units of analysis are the same as in Table 14-3.

- In general, for those with completely resolved situations, respondents with decision and comprehending situations were the most comfortable with their own resolutions, followed by respondents with worry situations, and then by respondents with problem situations.

- Of all respondents whose final resolution status was "completely resolved," those whose situations were indexed as decisions (90.0%) and those whose situations were indexed as comprehending were most positive that their situations had been resolved the way they should be (85.0%). Respondents with worry state situations responded only 61.1% "yes"; those with problem state situations only 58.9%.

- Concerning respondents whose final resolution status was not completely resolved, 99.0% of those with worry situations indicated that the situation still existed, followed by respondents with problem and comprehending situations (both 94.7%) and those with decision situations (91.0%).

- With regard to the remaining resolution status characteristic, the highest percentage of respondents who were still working on their situations were those with problem situations (88.4%), followed by those with comprehending situations (85.7%), decision situations (84.0%), and worry situations (79.2%).

- Worry situations were, in particular, characterized by an interesting combination of answers to the "does the situation still exist?" and "are you still working on it?" questions. Respondents in these situations were most likely of all to say their situations still existed (99.0%). In contrast, they were the least likely to say they were still working on their situations (79.2%). In essence, then, these respondents seemed to see their situations as least resolvable or more "problematic."

- Those who were "very satisfied" with their resolutions were 70.0% from the comprehending state, 65.0% from the decision state, 50.0% from the worry state, and 47.1% from the problem state.

Table 14-9. This table looks at the distribution of reasons why the respondent lacked resolution to his focal problem. The units of analysis are the 278 reasons given in response to a direct question asked of all respondents whose final resolution status was almost resolved or unresolved.

- * The reasons why the respondents lacked resolutions for their focal situations were highly varied. Out of the fifteen categories of reasons, only one of the categories had no reasons coded in it; 9.7% of the reasons were not codeable in the given categories; 8 of the 15 categories had over 5% of the reasons coded into them.

- * The most frequently given reasons (coded with a relative frequency above 5%), in descending order, are as follows: lack of resources are a barrier, 13.3%; an institution, observing collectivity, or class of people stand in way, 11.5%; resolution is pending, expected, anticipated, 11.5%; respondent's own emotions or lack of activation or lack of behavior are barrier, 10.4%; one individual or a group of known individuals — family, neighbors, husband, etc. — is/are barrier, 7.9%; situation is recurring, continuous, or escalating, 7.9%; respondent lacks information of external events or lacks information per se, 7.6%; and situation is a problem of the nation, society, 5.4%.

Table 14-10. This table compares the reasons why the respondent lacked resolution to his focal problem across decision, problem, worry, and comprehending index states. The units of analysis are the same as in Table 14-9.

- * As in the one-way distribution of reasons, the comparisons across DPWC states showed a highly varied distribution.

- * The largest single percentage in the comparison was found in problem states for "lack of resources are barrier" (16.1%).

- * The next highest percentage was for both worry and comprehending state situations: 15.8% of the reasons in both states were coded into the category, "an institution, observing collectivity, or class of people stand in way."

- * Two categories of reasons had more than 5 percentage points difference across the index states. For decision states, 13.3% of the reasons were in the category "resolution is pending, expected, anticipated." For the comprehending state, 11.8% were in that category; 8.3% for the worry state; and 4.8% for the problem state. From both the worry and the comprehending states, 15.8% of the reasons were coded into the category, "an institution, observing collectivity, or class of people stand in way." Of the problem state, 12.1% were in that category; and of the decision state, 8.9%.

Conclusions and implications

The purpose of this chapter has been to examine respondent perceptions of situation resolution. Was resolution more likely under different conditions? Did the respondent feel that solution components were available and accessible? What were the respondent's perceptions of quality of resolution and satisfaction with resolution? If a situation still existed, what characteristics indicated whether it was still being worked on? What were the reasons for the lack of resolution?

In particular, this section will review the findings from the chapter and discuss their implications for the practitioner. This use of the client perspective to inform the practitioner is common to many of the chapters of this report. In this case, the practitioner should be most concerned with unresolved situations, since these are the ones that are brought to him for resolution.

* The first implication from the findings of this chapter is simply the relative magnitude of unresolved situations. Both for the initial resolution status and the final resolution state, the proportion of unresolved to resolved situations was roughly two to one (i.e. for initial resolution state, 67.4% unresolved versus 32.6% resolved). These unresolved situations, in all their diversity and complexity, are the situations which information practitioners must cope with and which they must help resolve.

* The topics of these unresolved situations varied greatly. However, in contrast with resolved situations, unresolved situations tended to concern topics which were less under the immediate control of the respondent. The highest relative percentage of unresolved situations were for the topics of Housing (81.0%), Consumer (81.6%), and Education & schooling (82.0%) This finding suggests that there is a clear role for the practitioner in helping clients deal with situations of general societal concern, such as housing, consumer issues, and education and schooling.

- Fewer situations indexed as decision states were unresolved (67.5%). This finding has several possible explanations. One is that decision states may have been more "done" than other index states. This "doneness" may be a product of time (i.e. being observed later in the situation) or of resolvability (i.e. being in a decision state may be an indication that the situation is resolvable). Or, it may be one of the strategic approaches the individual chooses. Perhaps individuals who choose to see themselves in decision situations are also more likely at some point in time to say their situations are resolved.

- Situations that were unresolved appeared harder to solve to the respondents (75.7% versus 60.9%). In addition, resolution also appeared less available (46.9% versus 69.4%). These findings indicate that the information practitioner may have to help the client perceive the resolutions that are available, the outside help that is available, the degree of ease in solving a problem.

- However, the notion that the client is interested in resolution and not in information per se was reinforced again. Although resolution status did indicate differences in the perception of the availability of resolution and of the availability of outside help, resolution status did not seem to indicate any difference in the perception of the availability of information. Information was seen as being as available for unresolved situations (67.1%) as it was for resolved situations (61.2%). Therefore, the provision of information alone may not be sufficient to result in satisfactory resolution for the client; the practitioner may also have to help clients inform themselves, so that resolutions become more accessible to them perceptually.

- The index state related clearly to the availability/accessibility of the resolutions. In all of the items, resolutions were seen as more available/accessible for decision state situations. Again, practitioners may find that clients in decision states have greater expectations that their situations can be resolved than have clients in other index states.

- Clients with decision state situations also tend to be more confident that their situations were resolved the way they should be. Respondents with decision state situations felt that their situations had been resolved the right way (85.0%) and were satisfied with their resolutions (65.0%).

- In contrast, information practitioners will probably have most difficulty helping clients with worry state situations. Respondents with situations in a worry state were less confident that resolution was available or accessible (31.3%). They were also less satisfied with the way in which their situations had been resolved (50.0%). And, for those respondents with unresolved situations, those in worry states were more likely to feel that the situation still existed (99.0%), but least likely to be still working on the situation (79.2%). These findings may indicate that the information practitioner needs to take a different approach for clients who see themselves in worry states. The traditional concept of "resolution" may not be appropriate; the individual may be seeking a sense of control and an understanding of the situation he is in.

- Overall, the index state seems to provide an indication of the probability of resolution. Decision state situations are more often resolved, and, when unresolved, are more often perceived as having resolutions available. Worry state situations, in contrast, are less resolved and, when unresolved, are perceived as less amenable to resolution. These findings raise a number of questions crucial to the information practitioner: Is it possible to help a client move from one index state to another? How do we identify situations for which no resolution is possible? How can we help the client with a problematic situation, for which no resolution is seen as possible? Are there alternatives to situation resolution that we can usefully offer the client?

- The reasons why the situations were not resolved further reinforce the notion that the concept of resolution needs to be modified or enlarged. While a substantial number of respondents gave reasons that fit the traditional concept of resolution (i.e. lack of resources, lack of information, lack of time), substantial numbers indicated that they probably didn't expect a resolution in any absolute sense. Instead, they indicated that their situations were continuing and recurring or their own emotions were the difficulty or the situation was not one which they had control over resolution. Such answers suggest that the information practitioner may need to adopt a different criterion for success than the traditional concept of situation resolution.

Table 14-1

Distribution of unresolved versus resolved focal situations (General Population Sample only).

BEGINNING[c] RESOLUTION STATUS	PERCENTAGE OF FOCAL SITUATIONS
Unresolved	67.4
Resolved	32.6
	100.0[b] (n=267)[a]
TERMINAL[d] RESOLUTION STATUS	
Still unresolved	59.0
Almost resolved	20.3
Completely resolved	20.7
	100.0[b] (n=266)[a]

[a] The unit of analysis for both sections of the table is the focal situation. The General Population Sample yielded 267 focal situations. There were no missing data for the analysis on "beginning resolution status." There was one missing case in the "terminal resolution status" analysis.

[b] Each section of the table reads vertically, summing to roughly 100%. Percentages in each section may not sum to exactly 100.0 because of rounding error.

[c] Each respondent was asked, early in the questionnaire (Q3), if situations named were resolved or unresolved. "Beginning resolution status" is that given by the respondent for the focal situation. Only two responses were allowed: resolved or unresolved.

[d] Toward the end of the section of the questionnaire that dealt with the focal situation (Q28), the respondent was asked again about the "terminal resolution status" of the focal situation. Three possible responses were allowed: completely resolved, almost resolved, or still unresolved. See Table 7-13 in Chapter VII for a cross tabulation of beginning and terminal resolution status.

Table 14-2

Comparison of the resolution status of all situations across the major topic focus categories (General Population Sample only).

MAJOR TOPIC FOCUS CATEGORIES[c]	PERCENTAGE[b] OF BRIEF ARTICULATION DEPTHS		ALL BRIEF ARTICULATION DEPTHS
	Beginning resolution status		
	Unresolved	Resolved	
Neighborhood	76.3	23.7	76
Consumer	81.6	18.4	114
Housing	81.0	19.0	58
Employment	70.2	29.8	161
Education & schooling	82.0	18.0	111
Health	73.2	26.9	149
Housekeeping & household maintenance	67.6	32.4	71
Transportation	72.7	27.3	55
Recreation & culture	70.0	30.0	30
Financial matters & assistance	73.2	26.9	108
Public assistance & social security	63.6	36.4	22
Discrimination & race relations	85.0	15.0	20
Child care, family & personal	70.1	29.9	241
Legal	80.0	20.0	25
Family planning & birth control	100.0	0.0	1
Crime & safety	73.6	25.5	106
Immigration, migration & mobility	66.7	33.3	3
Veterans & military	50.0	50.0	2
Miscellaneous & public affairs	89.2	10.8	37
TOTAL BRIEF ARTICULATION DEPTHS[d]	74.5	25.5	(n=1390)[a]

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations. Each articulation was coded to a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths across 300 respondents. There were no missing data for this analysis. The ns in this column indicate the total number of all brief articulation depths in each major topic focus category regardless of resolution status.

[b] The table reads horizontally, each row summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This table looks at topic focus as the "predictor" of resolution status. See Table 6-5 for an analysis of resolution status as a predictor of topic focus.

[d] This row repeats data from Table 6-5, showing the distribution of resolution status across all brief articulation depths.

Table 14-3

Comparison of resolution status of focal situations across decision, problem, worry, and comprehending index states (General Population Sample only).

BEGINNING RESOLUTION STATUS	PERCENTAGE OF FOCAL SITUATIONS				All Focal Situations[c]
	Decision	Problem	Worry	Comprehending	
Unresolved	67.5	74.3	75.0	73.7	67.4
Resolved	32.5	25.7	25.0	26.3	32.6
TOTAL FOCAL SITUATIONS	100.0 (n=120)	100.0 (n=113)	100.0 (n=120)	100.0 (n=133)	100.0[b] (n=267)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/ worry/ comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] These data are a repetition of that set out in Table 14-1.

Table 14-4

Distribution of resolution accessibility items (General Population Sample only).

RESOLUTION ACCESSIBILITY ITEMS	PERCENTAGE OF FOCAL SITUATIONS
How easy was it to deal with situation?	
Very easy	11.4
Somewhat easy	17.8
Somewhat difficult	33.3
Very difficult	37.5
	100.0[b] (n=264)[a]
How available was resolution?	
Very available	24.4
Somewhat available	29.8
Somewhat unavailable	23.3
Very unavailable	22.5
	100.0[b] (n=262)[a]
How available was information?	
Very available	32.2
Somewhat available	33.0
Somewhat unavailable	15.7
Very unavailable	19.2
	100.0[b] (n=261)[a]
How available was outside help?	
Very available	26.3
Somewhat available	32.0
Somewhat unavailable	21.2
Very unavailable	20.5
	100.0[b] (n=259)[a]
How many people could resolve?	
All of them	11.2
Most of them	38.5
Only a few	40.0
None of them	10.4
	100.0[b] (n=260)[a]

(continued)

Table 14-4 (Continued)

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. Discrepancies between this n and those above are due to missing data.

[b] The tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 14-5

Comparison of resolution accessibility items in unresolved and resolved situations (General Population Sample only).

RESOLUTION ACCESSIBILITY ITEMS	PERCENTAGE OF FOCAL SITUATIONS		
	Unresolved Situations	Resolved Situations	All Situations[c]
How easy was it to deal with situation?			
Very easy	9.0	16.1	11.4
Somewhat easy	15.3	23.0	17.8
Somewhat difficult	33.3	33.3	33.3
Very difficult	42.4	27.6	37.5
	100.0 (n=177)	100.0 (n=87)	100.0[b] (n=264)[a]
How available was resolution?			
Very available	19.8	34.1	24.4
Somewhat available	27.1	35.3	29.8
Somewhat unavailable	26.0	17.6	23.3
Very unavailable	27.1	12.9	22.5
	100.0 (n=177)	100.0 (n=85)	100.0[b] (n=262)[a]
How available was information?			
Very available	32.4	31.8	32.2
Somewhat available	34.7	29.4	33.0
Somewhat unavailable	13.6	20.0	15.7
Very unavailable	19.3	18.8	19.2
	100.0 (n=176)	100.0 (n=85)	100.0[b] (n=261)[a]
How available was outside help?			
Very available	23.9	31.3	26.3
Somewhat available	31.8	32.5	32.0
Somewhat unavailable	21.0	21.7	21.2
Very unavailable	23.3	14.5	20.5
	100.0 (n=176)	100.0 (n=83)	100.0[b] (n=259)[a]
How many people could resolve?			
All of them	8.1	17.2	11.2
Most of them	35.8	43.7	38.5
Only a few	41.0	37.9	40.0
None of them	15.0	1.1	10.4
	100.0 (n=173)	100.0 (n=87)	100.0[b] (n=260)[a]

(continued)

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. Discrepancies between this n and those above are due to missing data.

[b] Each section of the table is an independent distribution on one of the five accessibility items. This table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] These data are a repetition of that set out in Table 14-4, showing the distributions across all situations regardless of resolution status.

Table 14-6

Comparison of resolution accessibility items across decision, problem, worry, and comprehending index states (General Population Sample only).

RESOLUTION ACCESSIBILITY ITEMS	PERCENTAGE OF FOCAL SITUATIONS				All Situations[c]
	Decision	Problem	Worry	Comprehending	
How easy was it to deal with situation?					
Very easy	8.4	4.5	10.1	8.3	11.4
Somewhat easy	19.3	11.7	10.1	14.4	17.8
Somewhat difficult	36.1	34.2	27.7	36.4	33.3
Very difficult	36.1	49.5	52.1	40.9	37.5
	100.0 (n=119)	100.0 (n=111)	100.0 (n=119)	100.0 (n=132)	100.0[b] (n=264)[a]
How available was resolution?					
Very available	23.7	15.6	12.7	26.0	24.4
Somewhat available	33.9	27.5	18.6	31.3	29.8
Somewhat unavailable	28.0	30.3	31.4	22.1	23.3
Very unavailable	14.4	26.6	37.3	20.6	22.5
	100.0 (n=118)	100.0 (n=109)	100.0 (n=118)	100.0 (n=131)	100.0[b] (n=262)[a]
How available was information?					
Very available	35.6	23.6	22.9	27.8	32.2
Somewhat available	30.5	38.2	36.4	36.8	33.0
Somewhat unavailable	22.0	18.2	17.8	14.3	15.7
Very unavailable	11.9	20.0	22.9	21.1	19.2
	100.0 (n=118)	100.0 (n=110)	100.0 (n=118)	100.0 (n=133)	100.0[b] (n=261)[a]
How available was outside help?					
Very available	31.4	22.2	19.8	30.0	26.3
Somewhat available	34.7	28.7	24.1	35.4	32.0
Somewhat unavailable	20.3	24.1	27.6	19.2	21.2
Very unavailable	13.6	25.0	28.4	15.4	20.5
	100.0 (n=118)	100.0 (n=108)	100.0 (n=116)	100.0 (n=130)	100.0[b] (n=259)[a]
How many people could resolve?					
All of them	6.8	11.0	12.0	10.8	11.2
Most of them	46.6	29.4	19.7	40.0	38.5
Only a few	39.8	45.0	48.7	36.2	40.0
None of them	6.8	14.7	19.7	13.1	10.4
	100.0 (n=118)	100.0 (n=109)	100.0 (n=117)	100.0 (n=130)	100.0[b] (n=260)[a]

(continued)

Table 14-6 (Continued)

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry / comprehending comparison involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: decision, 120; problem, 113; worry, 120; comprehending, 133. Discrepancies between these ns and those above are due to missing data.

[b] The tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will sum to more than 100.0 because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] These data are a repetition of that set out in Table 14-4, showing the distributions across all situations regardless of DPWC index state.

Table 14-7

Distribution of terminal resolution status characteristics (General Population Sample only).

TERMINAL RESOLUTION STATUS CHARACTERISTICS	PERCENTAGE OF FOCAL SITUATIONS
If completely resolved: Resolved the way you felt it should be?	
Yes	74.5
No	25.5
	100.0[b] (n=55)[a]
If completely resolved: How satisfied with resolution?	
Very satisfied	58.2
Somewhat satisfied	20.0
Somewhat unsatisfied	10.9
Very unsatisfied	10.9
	100.0[b] (n=55)[a]
If partial or not resolved: Does situation still exist?	
Yes	94.8
No	5.2
	100.0[b] (n=211)[a]
If partial or not resolved: Still working on it?	
Yes	84.8
No	15.2
	100.0[b] (n=210)[a]

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations, 266 of which were codeable on terminal resolution status. Of these 266, 55 were coded resolved, and 211 were coded partially or not resolved. Items 1 and 2 of this table are concerned with the resolved situations. Items 3 and 4 are concerned with the partially or not resolved situations. Discrepancies between these ns and those above are due to missing data.

[b] The tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 14-8

Comparison of terminal resolution status characteristics across decision, problem, worry, and comprehending index states (General Population Sample only).

TERMINAL RESOLUTION STATUS CHARACTERISTICS	PERCENTAGE OF FOCAL SITUATIONS				All Focal Situations[c]
	Decision	Problem	Worry	Comprehending	
If completely resolved: Resolved the way you felt it should be?					
Yes	85.0	58.8	61.1	85.0	74.5
No	15.0	41.2	38.9	15.0	25.5
	100.0 (n=20)	100.0 (n=17)	100.0 (n=18)	100.0 (n=20)	100.0[b] (n=55)[a]
If completely resolved: How satisfied with resolution?					
Very satisfied	65.0	47.1	50.0	70.0	58.2
Somewhat satisfied	25.0	11.8	11.1	15.0	20.0
Somewhat unsatisfied	5.0	11.8	16.7	10.0	10.9
Very unsatisfied	5.0	29.4	22.2	5.0	10.9
	100.0 (n=20)	100.0 (n=17)	100.0 (n=18)	100.0 (n=20)	100.0[b] (n=55)[a]
If partial or not resolved: Does situation still exist?					
Yes	91.0	94.7	99.0	94.7	94.8
No	9.0	5.3	1.0	5.3	5.2
	100.0 (n=100)	100.0 (n=95)	100.0 (n=101)	100.0 (n=113)	100.0[b] (n=211)[a]
If partial or not resolved: Still working on it?					
Yes	84.0	88.4	79.2	85.7	84.8
No	16.0	11.6	20.8	14.3	15.2
	100.0 (n=100)	100.0 (n=95)	100.0 (n=101)	100.0 (n=112)	100.0[b] (n=210)[a]

(continued)

Table 14-8 (Continued)

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations, 266 of which were codeable on the "terminal resolution status" variable. Of these 266, 55 were coded resolved, and 211 were coded partially or not resolved. Items 1 and 2 of the table were coded only for resolved situations. Of the resolved situations, 20 were coded as decisions, 17 as problems, 18 as worries, and 20 as in the comprehending type. There were no missing data for items 1 and 2. Items 3 and 4 of the table were coded only for partially or not resolved situations. Of the 211 partially or not resolved situations, 100 were coded as decisions, 95 as problems, 101 as worries, and 113 as in the comprehending type. Only 112 of those 113 situations in the comprehending type were coded on item 4.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally within each item, the individual ns will sum to more than 100% because the DPWC typology is a series of four designations such that a given unit could fall into more than one type.

[c] This column is a repetition of the data set out in Table 14-7, showing the distribution of all situations regardless of DPWC state.

Table 14-9

Distribution of reasons for lacking any/perfect resolution to situation (General Population Sample only).

REASONS LACKING ANY/PERFECT RESOLUTION	PERCENTAGE OF REASONS
No possible resolution available	3.6
Situation out of R's control	4.3
Lack of resources are a barrier	13.3
R's own emotions or lack of motivation or lack of behavior are barrier	10.4
R lacks understanding, knowledge of the internal states of others	1.8
R lacks information of external events or lacks information per se	7.6
An institution, observing collectivity, or class of people stand in way	11.5
One individual or a group of known individuals --family, neighbors, husband, etc. — is/are barrier	7.9
Situation too big, too complex, too confusing	0.0
Situation is recurring, continuous, or escalating	7.9
Situation is a problem of the nation, society	5.4
Not enough time	1.8
Resolution is pending, expected, anticipated	11.5
Didn't get resolution	3.2
Reasons not codeable above	9.7
TOTAL REASONS	100.0[b] (n=278)[a]

[a] The unit of analysis for this table is the reasons why R lacked any/perfect resolution to the situation. Each respondent with a focal situation was coded on a maximum of 3 reasons. The General Population Sample yielded 278 reasons. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 14-10

Comparison of reasons for lacking any/perfect resolution to situation across decision, problem, worry, and comprehending index states (General Population Sample only).

REASONS LACKING ANY/PERFECT RESOLUTION	PERCENTAGE OF REASONS				All Reasons[c]
	Decision	Problem	Worry	Comprehending	
No possible resolution available	3.0	2.4	6.0	1.3	3.6
Situation out of R's control	3.7	6.5	4.5	4.0	4.3
Lack of resources are barrier	12.6	16.1	15.0	14.5	13.3
R's own emotions or lack of motivation or lack of behavior are barrier	10.4	9.7	8.3	9.9	10.4
R lacks understanding, knowledge of internal states of others	2.2	3.2	1.5	2.0	1.8
R lacks information of external events or lacks information per se	8.2	8.9	6.0	9.9	7.6
An institution, observing collectivity, or class of people stand in way	8.9	12.1	15.8	15.8	11.5
One individual or a group of known individuals -- family, neighbors, husband, etc. -- is/are barrier	6.7	9.7	7.5	8.6	7.9
Situation too big, too complex, too confusing	----	----	----	----	0.0
Situation is recurring, continuous, or escalating	11.1	6.5	6.0	7.9	7.9
Situation is a problem of the nation, society	5.2	6.5	5.3	4.0	5.4
Not enough time	0.0	0.0	2.3	1.3	1.8
Resolution is pending, expected, anticipated	13.3	4.8	8.3	11.8	11.5
Didn't get a resolution	3.0	4.0	5.3	4.0	3.2
Reasons not codeable above	11.9	9.7	8.3	5.3	9.7
TOTAL REASONS	100.0 (n=135)	100.0 (n=124)	100.0 (n=133)	100.0 (n=152)	100.0[b] (n=278)[a]

(continued)

Table 14-10 (Continued)

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[a] The unit of analysis for this table is the reasons why R lacked any/perfect resolution to the situation. Each respondent with a focal situation was coded on a maximum of 3 reasons. The General Population Sample yielded 278 reasons. The decision/problem/worry/comprehending comparison involves only those lacking reasons identified per procedures outlined in Chapter VIII as one of the index states. These ns were: decision, 135; problem, 124; worry, 133; comprehending, 152. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error. Reading horizontally, the individual ns will sum to more than 100% because the DPWC index states are a series of four designations such that a given unit could fall into more than one type.

[c] These data are a repetition of that set out in Table 14-9.

CHAPTER XV

HYPOTHETICAL SITUATIONS

Purpose:

Most of the data in this report rests on retrospective recall by respondents of actual situations in which they were involved. This choice was explicitly made, because this type of data collection was felt to be appropriate for a study whose intent was to focus on situationality. It was reasoned that a respondent could not relate individually and uniquely to hypothetical situations which had not happened and might not ever happen to him.

Thus, all preceding chapters dealt directly with the analysis of a situation in which the respondent was (or had been) actually involved. This chapter is an exception. For this chapter, respondents were asked how they would deal with a set of four different hypothetical situations,[1] and what information they would seek in these situations.

The purpose of this chapter is two-fold. The first and most important purpose is to compare the responses from hypothetical situations to the responses from actual situations. This purpose was felt to be important because much past research on "information needs" and "information processing" rests to an extent on hypothetical analysis.[2] But out of that literature has emerged a paradox: Citizens report low use of information agencies in coping with everyday problems; paradoxically, citizens given hypothetical situations say that they "would" use such agencies. One major intent of this chapter is to provide some clarification for this paradox. The purpose is to assess the extent to which responses from the same respondents differed across retrospective recall analysis and across hypothetical analysis.

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[1] See Chapter III for a description of the hypothetical section of the questionnaire.

[2] For two studies that used hypothetical analysis, see Dervin 1971, Zweizig 1973.

Within the constraints of the actual-to-hypothetical comparison, this chapter has a second purpose. One of the difficulties in allowing respondents to name their own situations is that the diversity is large (e.g. in topics named; see Chapter VI). The second purpose of hypothetical situation analysis, then, is to present a common set of situational stimuli to respondents, so that some topic-specific recommendations might be made relating to information systems. Of course, such findings must be interpreted only in the context of whatever differences appear between actual and hypothetical situations.

Variables in this chapter

Focus variables. In this chapter, there are three focus variables. They are:

* Tactic analysis. This variable qualitatively describes the behaviors by which respondents said they would "inform" themselves in situations. The coding is organized around five categories of tactics designed to describe fundamental controlling behaviors -- pointing, connecting, stopping, continuing, and repeating. (See variable 19 in Table 5-1.)

* Number of information things. This variable counts the number of information things (things respondents said they would try to find out, learn, or come to understand) in situations. (See variable 27 in Table 5-1.)

* Information types. This variable taps the nature of the information respondents said they would try to find. The analysis is organized around six categories: assess situation/system; learn options/alternatives; locate self/situation/others in time & space; learn reasons/causes/underlying motives/history; turn to others for their ideas/opinions/agreement; procedures for implementing solution/dealing with situation. (See variable 28 in Table 5-1.)

Comparison variables. In this chapter, there are three comparison variables. They are:

- Decision, problem, worry, and comprehending states. For this chapter, this variable is used in two versions. For the comparisons of actual versus hypothetical situations, the actual DPWC states are measured by the DPWC indexes. These indexes tap how respondents saw themselves moving in their actual situations. Basically, the variable taps the extent to which respondents saw their situations as decisions (where a choice was needed between two or more alternatives); problems (where a goal was known but an obstacle stood in the way); worries (where nothing could be done and control was lacking); and comprehending situations (where the respondent wanted the facts or wanted to understand what was going on). Each actual situation potentially could have fallen into none or one to four of the index states. There was, in fact, about 50% overlap (see Chapter VIII). Because of this overlap, the comparisons made across various states must be seen as conservative indications of potential differences. (See variable 11 in Table 5-1.) For the hypothetical situations, the DPWC states were incorporated into the hypothetical situations. Each situation was described as being in one of the four states defined above. (See Chapter III for a complete description of how the hypothetical situation analysis was constructed.)

- Topic focus. For the hypothetical situations, four different topic foci were used: neighborhood, consumer, health, housing. These topics were built into the hypothetical situation statements. (See Chapter III for complete explanation.) For the comparison of hypothetical situations to actual situations, all actual situations regardless of topic foci were used. (See variable 3 in Table 5-1.)

- Actual versus hypothetical situations. This special comparison variable was used only in this chapter. Responses on the three focus variables for actual situations are compared to responses for hypothetical situations.

Results

Table 15-1. In Section II of the questionnaire, respondents were asked to place themselves in four hypothetical situations. The situations covered these four topics: housing, health, neighborhood, and consumer. The first of these four was the housing situation, "needing a new place to live." This situation was presented to respondents in one of four versions. Each

version corresponded to one of the four DPWC states,[3] called "pre-assigned DPWC" because they were built into the hypothetical situations.

1) Respondents with the decision version were told that they wanted to decide between several possibilities of houses.

2) Respondents with the problem version were told that their lack of time was an obstacle in the search for housing.

3) Respondents with the worry version were told that they were worried that inflation might wipe out their ability to pay for a new place.

4) Respondents with the comprehending version were told that they wanted to understand the housing market.

Each respondent received only one of these versions of the housing situation. Then, respondents were asked the question, "What steps would you go through in order to ... make this decision /decision version7, deal with this obstacle [problem version7" and so on. In other words, respondents were asked to construct an imaginary time line[4] for the version of the housing situation which they received.

This table compares the major tactics respondents in pre-assigned DPWC states used to describe how they would deal with their hypothetical housing situation. The units of analysis for this table are the 581 tactics respondents said they would use in dealing with the hypothetical housing situation.

* Respondents in all four states tended to use only a few of the tactics possible in dealing with the hypothetical housing situation.

* Respondents in decision and worry states both tended to direct or point themselves or others: 89.6% of decision tactics and 52.9% of worry tactics, compared to 22.1% of problem tactics and 22.6% of comprehending tactics.

* Respondents in both problem and comprehending situations tended to connect to sources in dealing with the hypothetical housing situation (55.0% for problems and 72.0% for comprehending, compared to 3.9% for decisions and 12.4% for worry).

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[3] DPWC = decision, problem, worry, and comprehending states, tapping direction of movement. See, in particular, Chapter VIII.

[4] A time line is a time-ordered set of coping behaviors. See Chapter X.

- In none of the states did respondents often describe tactics in which they were recipients. However, respondents in problem situations, with far greater frequency than respondents in other states, described themselves as being pointed or directed by others (15.7% in problem versus no greater than 1.7% in the other states).

Table 15-2. The second of the four hypothetical situations for respondents was the hypothetical health situation, a family member is sick. The situation was presented in four versions. Each version corresponded to one of the four pre-assigned DPWC states.

1) Respondents with the decision version were told that they wanted to decide between different methods of treatment for the sick relative.
2) Respondents with the problem version were told that the family member refused to go to the doctor.
3) Respondents with the worry version were told that they were worried because doctors had been unable to find out what was wrong.
4) Respondents with the comprehending version were told that they wanted to understand the doctor's explanation of what was wrong.

Each respondent received only one of these four DPWC versions of the hypothetical health situation. All four versions of the situation were covered across all respondents. Then, as for the hypothetical housing situation, respondents were asked to construct an imaginary time line ("what steps would you go through...?"). This table compares the major tactics respondents in pre-assigned DPWC states used to describe how they would deal with the hypothetical health situation. The units of analysis for this table are the 505 tactics respondents said they would use in dealing with the hypothetical health situation.

- Respondents in all four states tended to describe themselves as using active tactics far more often than as using passive tactics.
- Respondents in comprehending states described themselves as connecting to sources more often than as using any other tactic (78.7% of all tactics for comprehending). Although not as often as comprehending, respondents in decision and worry states also saw themselves as connecting to sources most often: 45.9% for decision and 31.7% for worry.
- When asked to name the steps they would go through in order to get the unwilling relative to go to the doctor (problem), respondents

described themselves as providers (43.1% of problem tactics) more often than any other actions.

- Respondents in worry states also saw themselves as continuing or agreeing in a relatively large number of steps (11.9%, versus 1.4% for decision, 6.9% for problem, and no steps for comprehending).

- Respondents in decision states saw themselves as pointing or directing themselves or others in 31.5% of the steps, as compared to only 13.8% for problem, 19.8% for worry, and 10.2% for comprehending.

Table 15-3. The third of the four hypothetical situations that respondents were asked to visualize was the neighborhood situation, a barking dog in the neighborhood prevents sleep. The situation was presented in four versions. Each version corresponded to one of the four DPWC states.

1) Respondents with the decision version were told that they wanted to decide among several different solutions to the noisy dog.

2) Respondents with the problem version were told that they wanted to be able to sleep (and that the dog was an obstacle to sleep).

3) Respondents with the worry version were told that they were worried about talking to the neighbor/owner of the dog about the barking.

4) Respondents with the comprehending version were told that they wanted to understand why the dog control laws were not enforced.

Each respondent received only one of these four DPWC versions of the hypothetical neighborhood situation. All four versions of the situation were covered across all respondents. Then, respondents were asked to construct an imaginary time line (i.e. "what steps would you go through...?"). This table compares the major tactics respondents in pre-assigned DPWC states used to describe how they would deal with the hypothetical neighborhood situation. The units of analysis for this table are the 522 tactics respondents said they would use in dealing with the hypothetical neighborhood situation.

- The tactics respondents described were similar for all four of the DPWC states. All respondents proposed to use connecting to sources more often than any other tactic (70.4% for decision, 81.9% for problem, 58.0% for worry, and 72.7% for comprehending).

- Respondents in worry states tended to describe a wider variety of tactics they would use than did respondents in other states. Besides connecting to sources, respondents in worry states also said that they would use pointing or directing themselves in 16.0% of the steps, and that they would act as providers for others in 11.8% of the steps.

Table 15-4. The last of the four hypothetical situations that respondents were asked to visualize was the consumer situation, buying a new TV set. The situation appeared in four versions. Each version corresponded to one of the four DPWC states.

1) Respondents with the decision version were told that they wanted to decide between several different brands of television sets.
2) Respondents with the problem version were told that the store where they wanted to buy the TV delivered only when they were not home.
3) Respondents with the worry version were told that they were worried that the set they had bought might not be worth the money they had spent for it.
4) Respondents with the comprehending version were told that they wanted to understand how to tune the TV they had bought so that the picture was good.

Each respondent received only one of these four versions. All four versions of the situation were covered across all respondents. Then, respondents were asked to construct an imaginary time line (i.e. "what steps would you go through ...?"). This table compares the major tactics respondents in pre-assigned DPWC states used to describe how they would deal with the hypothetical consumer situation. The units of analysis for this table are the 541 tactics respondents said they would use in dealing with the hypothetical consumer situation.

- Respondents in pre-assigned decision, problem, worry, and comprehending states described different tactics they would use in the hypothetical consumer situation.
- In both worry and comprehending states, respondents tended to visualize themselves as connecting to sources more than as using any other tactic (62.2% for worry and 67.2% for comprehending).
- In decision states, respondents said they would point or direct themselves more often than any other tactic (56.6%). In all,

91.2% of all steps they described used either pointing/directing or connecting to sources tactics.

- In contrast to the other states, respondents in the problem version described steps in which they were being pointed/ directed more often than any other tactic (50.0%) and far more than recipient behaviors for the other states (7.2% for comprehending is second most).

Table 15-5. The preceding four tables looked at the tactics respondents used to describe how they would deal with each of the four hypothetical situations. Each of these situations was presented in one of the four pre-assigned DPWC versions. This table examines only how respondents in the pre-assigned DPWC states described their projected actions, regardless of the topic of the hypothetical situation. This table compares the major tactics respondents in the pre-assigned DPWC states said they would use in dealing with the hypothetical situations. The units of analysis are the 2149 tactics (steps) respondents said they would use in order to deal with the four hypothetical situations.

- While respondents in all four states would use a combination of pointing/directing themselves or others and connecting to sources for over 60% of the steps they described, there are some differences between respondents in each of the four states.

- Respondents in all three states except decision said they would use more connecting to sources than any other tactic (45.8% problem, 42.4% worry, and 72.6% comprehending). But respondents in decision states would point or direct themselves more (48.0% pointing/directing versus 38.0% connecting to sources).

- Respondents in problem situations differed from those in other states in the amount of being pointed or directed by others they described (16.7% problem, versus 2.0% decision, 2.1% worry, and 2.9% comprehending).

- Respondents in worry situations described more stopping behavior than did those in other states (10.7%, versus 4.2% decision, 3.7% problem, and 1.1% comprehending).

Table 15-6. One purpose of this chapter was to look at the differences between actual behavioral reports (i.e. the focal situations) and hypothetical situation

analysis. In Section I and II of the questionnaire, respondents described what they did and what happened to them in situations of their own choosing, situations which they had recently experienced. They were asked to relate one of these situations step by step, in order of occurrence (i.e. to construct a time line). In Section III of the questionnaire, they were presented with hypothetical situations for which they were asked to construct imaginary time lines. This table compares the major tactics used by respondents in decision, problem, worry, and comprehending states to describe the sequence of events in their own focal situations versus the time line they imagined in the hypothetical situations. The units of analysis are the 2108 time line steps (focal situations) and the 2149 hypothetical tactics (hypothetical situations) identified by the General Population sample.

* For all four states, there were large differences in the tactics respondents imagined for hypothetical situations, versus the tactics they described for their real-life situations.

* Decision states: Respondents in real (focal) situations used far more recipient tactics (26.5% focal versus 2.8% hypothetical), and stopped themselves or got stopped by others far more (9.4% stopping focal versus 4.2% hypothetical; 15.8% getting stopped focal versus 0.0% getting stopped hypothetical) and acted as observers more often (25.3% focal versus 1.5% hypothetical). Respondents describing hypothetical situations used far more pointing or directing themselves (48.0% hypothetical versus 23.0% focal) and far more connecting to sources (38.0% hypothetical versus 7.0% focal).

* Problem states: Respondents in focal situations were stopped far more often (20.4%) than were respondents in hypothetical situations (0.2%). In focal situations, respondents also acted as observers considerably more often than they imagined they would in hypothetical situations (22.8% focal versus 0.6% hypothetical). Respondents in focal situations were pointed or directed less than were respondents in hypothetical situations (8.5% focal versus 16.7% hypothetical), and connected to sources far less often than those in hypothetical situations (7.3% focal versus 45.8% hypothetical).

* Worry states: Respondents in focal situations were stopped more than they were for hypothetical situations (21.0% focal versus 0.2% hypothetical). In focal situations, respondents also tended

to act as observer far more than in hypothetical situations (26.9% focal versus 0.4% hypothetical). Respondents in focal situations connected to sources far less than did respondents in hypothetical situations (42.4% hypothetical versus 6.8% focal).

- Comprehending states: Respondents described themselves as recipients of the actions of others far more in focal situations than in hypothetical situations (29.1% in actual versus 3.3% in hypothetical). In addition, they reported acting far more as observers in actual situations (25.9% versus 1.1% hypothetical); they reported that they were stopped more than they projected for hypothetical situations (14.5% actual versus 0.0% hypothetical). In contrast, hypothetical projections indicated far more connection to sources than did actual use of this tactic (72.6% hypothetical versus 9.1% focal).

Table 15-7. This table looks at major tactics used in hypothetical situations regardless of pre-assigned DPWC states. The units of analysis are the 2149 hypothetical tactics identified by General Population respondents in Section III of the questionnaire.

- In most of the steps respondents described for hypothetical situations, very few different tactics were used.
- Respondents in hypothetical situations imagined themselves as actors in 85.4% of the steps they identified.
- Pointing/directing themselves and connecting to sources accounted for 76.5% of all the steps (27.0% pointing/directing, and 49.5% connecting to sources).
- Respondents in hypothetical situations saw themselves as providers as often as they did as recipients (6.8% providers and 6.8% recipients).
- Respondents in hypothetical situations rarely saw themselves as observers (0.9%).

Table 15-8. This table compares the use of tactics respondents projected for hypothetical, versus those actually used in focal, situations. The units of analysis are the 2149 hypothetical tactics and the 2108 time line steps (focal situation) identified by the General Population sample.

- Respondents used a much wider variety of tactics in actual situations than in hypothetical situations.

- Respondents in actual situations were recipients of actions or events far more often than they imagined in hypothetical situations (29.8% for focal versus 6.8% for hypothetical).

- Respondents in hypothetical situations visualized far more connecting to sources than respondents in actual situations described (49.5% hypothetical versus 7.6% focal).

- Respondents in focal situations were stopped by others far more often than they described for hypothetical situations (17.0% focal versus 0.1% hypothetical).

- Respondents in hypothetical situations tended rarely to see themselves as observing, while in focal situations they were observing in one quarter of the steps (0.9% hypothetical versus 25.0% actual).

Table 15-9. After constructing the steps they visualized they would go through in order to deal with hypothetical situations, respondents for each situation were asked what things they would try to find out or come to understand. This table is really four different sub-tables, each sub-table showing how many things respondents said they would try to find out for each one of the four topic areas, housing, health, neighborhood, and consumer. This table compares the number of information things respondents in pre-assigned decision, problem, worry, and comprehending states said that they would try to find with regard to the four hypothetical situations, housing, health, neighborhood, and consumer. The units of analysis are the 300 respondents in the General Population sample.

- Housing: Respondents in comprehending states would try to find slightly more information things (average of 0.5 for comprehending, 0.4 for decision, 0.2 for problem, and 0.3 for worry).

- Health: Respondents in problem states mentioned the largest number of information things they would try to find out (average of 0.7 information things for problems, versus 0.6 for decision, 0.5 for worries, and 0.5 for comprehending).

- Neighborhood: Respondents in problem states described more things they would try to find out than did respondents in the other three states (0.5 for problem, versus 0.3 for decision, 0.3 for worry, and 0.2 for comprehending).

- Consumer: Respondents in decision states listed slightly more information things they would try to find out than did respondents in the other states (0.4 for decision, versus 0.2 for problem, 0.3 for worry, and 0.3 for comprehending).

Table 15-10. This table compares the number of information things respondents in pre-assigned DPWC states said they would try to find in all hypothetical situations, regardless of topic. The units of analysis are the 300 respondents in the General Population sample.

- Respondents in all four of the pre-assigned DPWC states said they would try to find out about the same number of things in regard to the hypothetical situations.
- While respondents in decision, problem, and comprehending states each averaged about 0.4 things they would try to find out, respondents in worry states tended to mention slightly fewer, an average of 0.3 information things.

Table 15-11. This table compares the number of information things respondents in decision, problem, worry, and comprehending states said they would find out in hypothetical situations to the number of things they said they tried to find out about their actual situations. The units of analysis for the hypothetical situations are the 300 General Population respondents; for the actual situations, the 267 focal situations identified by the respondents in the General Population sample.

- For all four states, respondents in focal situations mentioned about 4 times as many things they tried to find out as did respondents in hypothetical situations.
- Respondents in worry states, in both real and hypothetical situations, tended to look for fewer information things (1.2 real, 0.3 hypothetical) than did respondents in the other DPWC states (from 1.4 to 1.9 actual, from 0.4 to 0.5 hypothetical).

Table 15-12. This table looks at the number of information things respondents said they would find in hypothetical situations, regardless of topic or pre-assigned DPWC states. The units of analysis are the 1198 hypothetical situations (4 per respondent) presented to General Population

sample respondents.

- A majority of the respondents said they would not look for any information in hypothetical situations (65.9%).

- The average number of things respondents would find out in hypothetical situations was only 0.4 information things.

- Only 4.3% of the respondents described two information things that they would find out in hypothetical situations.

Table 15-13. This table compares the number of information things respondents said they would find out in hypothetical situations to the number they said they tried to find out in actual situations. The units of analysis are the 1198 hypothetical situations and the 267 focal situations identified by respondents in the General Population sample.

- Respondents said they tried to find out nearly four times as many information things in focal situations (an average of 1.5) than they described in hypothetical situations (an average of 0.4).

- While only 34.1% of the respondents said they would find out at least one thing in hypothetical situations, 72.6% of the respondents tried to find out at least one thing in the actual situations.

- Only 4.3% of the respondents mentioned more than one thing they would find out in hypothetical situations, although in almost half (44.9%) of the actual situations respondents reported looking for 2 or more information things.

Table 15-14. The next eight tables of this chapter examine the kinds of things (i.e. information types) that respondents projected wanting to know in hypothetical situations. The purpose is to see how the types of information things varied by hypothetical topic and by pre-assigned DPWC states, and how they compared to the types of things respondents actually tried to find out in their focal situations. There were six major types of information. (See Chapter XII and CA scheme #25 in Appendix E for details.) This table compares the major types of information respondents in the pre-assigned DPWC states said they would find out in the hypothetical housing situation (i.e. needing

a new place to live). The units of analysis are the 115 things identified by the General Population sample as things they would try to find out in the hypothetical housing situation.

- * Respondents in the four states tended to look most often for the same types of information. The differences between the states occurred more in degree than in type.
- * Respondents in all four DPWC states mentioned information which would enable them to assess situation/system most often (60.0% decision, 40.7% problem, 38.9% worry, and 41.0% comprehending). However, it can be seen that respondents in decision states looked for this information almost exclusive of other types.
- * Respondents in all four DPWC states also said they would try to learn options or alternatives second most often (16.7% decision, 18.5% problem, 22.2% worry, and 41.0% comprehending). However, in the comprehending state, respondents mentioned this type of information as often as information to assess system/situation.
- * Respondents in decision, problem, and comprehending states looked for information about procedures for implementing solutions/dealing with situation (16.7% decision, 18.5% problem, 15.4% comprehending, versus 5.6% worry).
- * Respondents in worry states, however, tended to look more for information locating self/situation/others in time & space (22.2% worry, as compared to 3.3% decision, 14.8% problem, and 2.6% comprehending).

Table 15-15. This table compares the major types of information respondents in the pre-assigned DPWC states said they would find out in the hypothetical health situation (i.e. a sick family member). The units of analysis are the 169 things respondents in the General Population sample said they would find out in the hypothetical health situation.

- * Respondents in worry and comprehending states tended to look for much the same type of information (27.3% assess situation/system for worry, 27.5% for comprehending; 21.2% learn reasons for worry, 22.5% for comprehending; and 24.2% procedures for worry, 22.5% for comprehending).
- * Respondents in decision states also looked for information to assess situation/system (28.9%) and for information to learn options/alternatives (28.9%).

- Respondents in problem situations overwhelmingly cited information about reasons/causes/underlying motives/history (63.3%).

Table 15-16. This table compares the major types of information respondents in the pre-assigned DPWC states said they would find in the hypothetical neighborhood situation (i.e. a noisy dog prevents sleeping). The units of analysis are the things respondents in the General Population sample said they would find out in the hypothetical neighborhood situation.

- Respondents in all four states said they would most often look for information to learn reasons/causes/underlying motives/history (42.9% decision, 50.0% problem, 39.1% worry, and 50.0% comprehending).

- While respondents in decision, worry, and comprehending states said they would look next most often for information assessing the situation/system (23.8% decision, 30.4% worry, and 33.3% comprehending, versus 11.8% problem), respondents in problem states were more likely to turn to others for their ideas/opinions/agreement (29.4% problem, versus 9.5% decision, 17.4% worry, and 0.0% comprehending).

- Respondents in worry and decision states tended to name a wider variety of types of information they would look for than did respondents in problem or comprehending states.

Table 15-17. This table compares the major types of information respondents in the pre-assigned DPWC states said they would find out in the hypothetical consumer situation (i.e. buying a new TV). The units of analysis are the 87 things respondents in the General Population sample said they would find out in the hypothetical consumer situation.

- Respondents in the four DPWC states differed in the types of information things they said they would find out in the hypothetical consumer situation.

- Respondents in decision states most often said they would learn about options/alternatives (37.9%).

- Respondents in problem states most often said they would learn the reasons/causes/underlying motives/history (46.7%).

- Respondents in worry states most often said they would assess situation/system (38.1%).

- Respondents in comprehending states most often said they would learn procedures for implementing solution or dealing with the situation (66.7%).

- Respondents in problem situations would more often turn to others for their ideas/opinions/agreement than would respondents in any of the other states (26.7% problem, versus 13.8% decision, 14.3% worry, and 4.8% comprehending).

Table 15-18. This table compares the major types of information respondents in the four pre-assigned DPWC states said they would try to find out in hypothetical situations, regardless of topic. The units of analysis are the 468 total information things respondents in the General Population sample said they would try to find in the hypothetical situations.

- Respondents in decision, worry, and comprehending states described the information they would look for most as that which assessed the situation/system (35.2% decision, 32.6% worry, and 29.7% comprehending). But respondents in problem states said they would look most for the reasons/causes/underlying motives/history (44.0% problem, versus 9.6% decision, 25.3% worry, and 7.0% comprehending).

- Greater variation occurred for the second most frequent information type across the DPWC states. The second most frequent type for decisions was learn options/alternatives (24.8%), followed by comprehending 21.2%, worry 10.5%, and problem 7.2%. The second most frequent type for problems was a tie between assess situation/system and turn to others for their ideas/opinions/agreement (both 18.4%). For turn to others for their ideas/opinions/agreement, decisions were 10.4%, worries 8.4%, and comprehending 1.7%. The second most frequent type for worries was learn reasons/causes/underlying motives/history (25.3%). This type was used more frequently for problems (44.0%) but less frequently for decisions (9.6%) and comprehending (7.0%). The second most frequent type for comprehending was procedures for implementing solution/dealing with situation (26.3%), followed by worries (13.7%), decisions (12.0%), and problems (5.6%).

Table 15-19. This table compares the major types of information respondents in the four DPWC states said they would find in hypothetical situations versus actual situations. The units of analysis are the 468 information things

respondents in the General Population sample said they would find for hypothetical situations and the 397 information things they actually tried to find in focal situations.

- For the most part, respondents in all four states looked for the same types of information in dealing with hypothetical and actual situations.

- Decision: In both hypothetical and actual situations, respondents cited information to assess situation/system most often (35.2% hypothetical and 25.2% actual). The main differences involved information on options/alternatives (24.8% hypothetical versus 13.7% actual) and information on reasons/causes/underlying motives/history (20.5% actual versus 9.6% hypothetical).

- Problem: Respondents in hypothetical situations tended to look most (44.0%) for information on reasons/causes/underlying motives/history, and then (18.4% each) for information to assess situation/system and information on ideas/opinions of others. Respondents in actual situations, in contrast, ranked assess situation/system first (27.7%); learn reasons/causes/underlying motives/history, second (22.9%); and ideas/opinions of others, fifth (11.5%). In focal situations respondents also tended to look for information on procedures for implementing solution far more often than did respondents in hypothetical situations (19.3% actual versus 5.6% hypothetical).

- Worry: In both hypothetical and actual situations, the type of information respondents tried to find most often was assess situation/system (32.6% hypothetical, 32.9% actual) and reasons/causes/underlying motives/history (25.3% hypothetical, 17.1% actual).

- Comprehending: Respondents in both hypothetical and actual situations tended to seek information to assess situation/system most often (29.7% hypothetical, 28.7% focal). However, respondents in focal situations tended to seek information about reasons/causes/underlying motives/history and information on ideas/opinions/agreement of others more often than did respondents in hypothetical situations. In all, 7.0% of the hypothetical information things were in the reasons category, compared to 20.2% of the actual; 1.7% of the hypothetical things were in the turn to others category, compared to 12.1% of the actual.

Table 15-20. This table looks at the major types of information respondents in hypothetical situations said they would find, regardless of topic or pre-assigned DPWC state. The units of analysis are the 468

information things General Population respondents said they would find in hypothetical situations.

- Respondents projected a fairly wide variety of types of information they would find in hypothetical situations. No single type covered more than 29.0% of the information things they named.
- In the order of frequency with which the types were named, respondents in hypothetical situations said they would find out: assess situation/system, 28.6%; learn reasons/causes/underlying motives/history, 23.7%; and learn options/alternatives, 16.0%.

Table 15-21. This table compares the major types of information respondents said they would find in hypothetical situations versus the types of information they tried to find in actual, or focal, situations. The units of analysis are the 468 information things respondents in the General Population sample would find in hypothetical situations and the 397 things they tried to find in focal situations.

- The major types of information things respondents said they would find out in hypothetical situations were essentially the same as the things they tried to find out in actual or focal situations. The differences between hypothetical and actual situations for any given major type of information never exceeded 4.7 percentage points.
- The largest difference was in learning procedures for implementing solutions/dealing with situation. Respondents in focal situations sought this type of information in 19.4% of the things they tried to find, but in hypothetical situations, respondents sought this type of information in only 14.7% of the things.

Conclusions and implications

Briefly, the overall purpose of this chapter was to compare the data collected from hypothetical situations to that collected from actual situations. First, analysis focused on tactics reported for dealing with hypothetical situations and on how the tactics varied by hypothetical topic and by preassigned DPWC state. Then, the focus shifted to hypothetical information-seeking behavior. For both tactics and information seeking, two questions were asked: Did tactics and information types vary among the hypothetical situations and the pre-assigned DPWC states? How did the responses for hypothetical situations compare with those from actual situations?

Past work on information needs frequently has relied on hypothetical data collection. But, as noted in Chapter XIII, asking respondents to predict behavior for events which have not yet occurred defies the notion of situationality upon which much of this project is based. Unlike Chapter XIII, where respondents were asked hypothetical questions about their own, real situations, the situations examined in this chapter were not their own: here, respondents were asked what they would do about a situation which was completely hypothetical. Further, the hypothetical situation descriptions were written so that respondents would have comparable stimuli. However, with standardized stimuli, it is apparent that not all respondents will be able to react realistically (i.e. individually) to the hypothetical situation. The question is, then, what value can data collected from hypothetical situations have for information practitioners in predicting or anticipating the actual needs of clients?

* In general, there were systematic differences between the responses given for the actual, focal situations and those given for the hypothetical situations. First, when asked "What steps would you go through...?" respondents gave a much more limited variety of tactics they would use, when compared with the tactics actually used in their focal situations. In particular, the tactics named for hypothetical situations tended to show the respondent as much more frequently active, much less frequently the recipient or the observer. This limitation to active pointing/directing and active connecting to sources may be a result of the use of hypothetical situations. Respondents, in projecting their behavior in hypothetical situations, tended to focus on their own efforts alone: respondents, in describing their actual situations, tended to report the "informing" that occurred in the process of travelling along their time lines. Sometimes the respondent was being

stopped by others; at other times the respondent was just observing the situation.

* With the exception of the lack of variance in tactics used for hypothetical situations, there seems to be no clear pattern of tactics used for the four different situation topics or in the four DPWC states. This lack of pattern may be due to the time element in the hypothetical situations. Each hypothetical situation started at a different undetermined point in time in terms of an overall situation. However, it appears that the tactics used will change at different times in the situation (see the discussion in Chapter X). That is, some tactics are more frequently used at the beginning of a situation; others are more frequently used at the end of a situation. Without the time element being determined and taken into account, it is not possible to look directly at either the effect of topic or the effect of DPWC state on tactic use.

* Respondents were asked what they would try to find out or understand about each hypothetical situation. The number of things they named was compared with the number of things respondents said they tried to find out about their actual situations. Respondents had actually tried to find out four times the number of things they said they would try to find out for the hypothetical situations. This high proportion of information actually sought to information said would be sought for hypothetical situations remained constant for each of the DPWC states.

* However, even though the quantity of information seeking was low for the hypothetical as compared with the actual situations, the types of information sought did correspond. The differences between hypothetical and actual situations for any given major type of information never exceeded 4.7 percentage points.

* The distribution of information types across the four hypothetical topics was even, allowing no clear prediction of information type needed from the topic of the situation. This finding suggests that the only way in which a practitioner will be able to ascertain the type of information needed by a client in a given situation is by communication with the individual client.

* One of the purposes of this chapter was to see if data gathered regarding hypothetical situations could provide information for system planning. It appears that such data should be interpreted with caution and that system design should not be based on hypothetical data alone. Major differences between hypothetical data and data regarding actual situations were low diversity of tactics used and low amount of information sought for hypothetical data. However, the types of information sought appeared to correspond between hypothetical data and data from actual situations. Therefore, types of information data may be usefully gathered through hypothetical questions if allowance is made for the relatively low frequency of response.

Table 15-1

Comparison of major tactic categories across pre-assigned hypothetical[d] decision, problem, worry, and comprehending states in housing situations (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF HYPOTHETICAL TACTICS				
	Decision	Problem	Worry	Comprehending	All Hypothetical Tactics[c]
R AS ACTOR					
Pointing/directing	89.6	22.1	52.9	22.6	46.8
Connecting to sources	3.9	55.0	12.4	72.0	37.2
Stopping	2.0	4.3	20.7	1.8	6.4
Continuing/agreeing	2.0	1.4	10.7	0.6	3.3
Repeating	0.0	0.0	0.0	0.6	0.2
R AS RECIPIENT					
Being pointed/directed	0.7	15.7	1.7	0.0	4.3
Receiving connection	0.0	0.7	0.8	0.6	0.5
Getting stopped	0.0	0.0	0.0	0.0	0.0
Being agreed with	0.0	0.0	0.0	0.0	0.0
Being made to repeat	0.0	0.0	0.0	0.0	0.0
R AS PROVIDER	0.0	0.7	0.8	0.0	0.5
R AS RESOURCE	0.0	0.0	0.0	0.0	0.0
R AS OBSERVER	1.3	0.0	0.0	1.8	0.9
TOTAL HYPOTHETICAL TACTICS	100.0 (n=154)	100.0 (n=140)	100.0 (n=121)	100.0 (n=164)	100.0[b] (n=581)[a]

[a] The unit of analysis for this table is the hypothetical tactic. Each respondent was coded on a maximum of 3 tactics on each hypothetical situation. The General Population Sample yielded 581 tactics on the hypothetical housing situation. The discrepancy between this n and that above (154+140+121+164=579) is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical housing situation tactics regardless of pre-assigned DPWC state.

(continued)

Table 15-1 (Continued)

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[d] These decision, problem, worry, and comprehending states, in contrast to those in earlier chapters, were pre-assigned. This was done by building the hypothetical decision, problem, worry, and comprehending states into the questionnaire items. Each respondent received one of each type of item. For the decision item, a respondent was asked what steps he would go through in order to make the decision. For the problem item, a respondent was asked what steps he would go through in order to deal with the obstacle; for the worry item, a respondent was asked what steps he would go through in order to deal with the worry; and, for the comprehending item, a respondent was asked what steps he would go through in order to get needed understanding. Topics were randomized across the pre-assigned decision, problem, worry, and comprehending states, such that each respondent would get four situations -- one housing, one health, one neighborhood, and one consumer. Topics and decision, problem, worry, and comprehending states were combined in four different questionnaire versions as follows:

	D	P	W	C
Housing	2	4	3	1
Health	1	3	2	4
Neighborhood	4	2	1	3
Consumer	3	1	4	2

The number in each cell indicates the questionnaire version. Thus, one group of respondents given version 1 questionnaires would get comprehending - housing; decision - health; worry - neighborhood; and problem - consumer combinations. A second group of respondents given version 2 questionnaires would get the decision - housing; worry - health; problem - neighborhood; and comprehending - consumer combination, etc.

Table 15-2

Comparison of major tactic categories across pre-assigned hypothetical[d] decision, problem, worry, and comprehending states in health situations (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF HYPOTHETICAL TACTICS				All Hypothetical Tactics[c]
	Decision	Problem	Worry	Comprehending	
R AS ACTOR					
Pointing/directing	31.5	13.8	19.8	10.2	19.4
Connecting to sources	45.9	25.4	31.7	78.7	45.9
Stopping	4.1	2.3	6.9	0.8	3.4
Continuing/agreeing	1.4	6.9	11.9	0.0	4.6
Repeating	2.1	0.0	5.9	3.2	2.6
R AS RECIPIENT					
Being pointed/directed	5.[illegible]	4.6	4.0	3.9	4.6
Receiving connection	3.4	1.5	5.0	0.8	2.6
Getting stopped	0.0	0.7	1.0	0.0	0.4
Being agreed with	0.0	0.0	0.0	0.0	0.0
Being made to repeat	0.0	0.0	0.0	0.0	0.0
R AS PROVIDER	5.5	43.1	13.9	2.4	16.0
R AS RESOURCE	0.0	0.0	0.0	0.0	0.0
R AS OBSERVER	0.7	1.5	0.0	0.0	0.6
TOTAL HYPOTHETICAL TACTICS	100.0 (n=146)	100.0 (n=130)	100.0 (n=101)	100.0 (n=127)	100.0[b] (n=505)[a]

[a] The unit of analysis for this table is the hypothetical tactic. Each respondent was coded on a maximum of 3 tactics on each hypothetical situation. The General Population Sample yielded 505 tactics on the hypothetical health situation. The discrepancy between this n and that above (146+130+101+127=504) is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical health situation tactics regardless of pre-assigned DPWC state.

[d] See footnote d, Table 15-1, for an explanation of the pre-assigned DPWC states typology used in the analysis of hypothetical situations.

Table 15-3

Comparison of major tactic categories across pre-assigned hypothetical[d] decision, problem, worry, and comprehending states in neighborhood situations (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF HYPOTHETICAL TACTICS				
	Decision	Problem	Worry	Comprehending	All Hypothetical Tactics[c]
R AS ACTOR					
Pointing/directing	9.9	3.9	16.0	15.6	11.1
Connecting to sources	70.4	81.9	58.0	72.7	70.5
Stopping	8.5	3.9	5.9	0.8	5.0
Continuing/agreeing	3.5	3.9	4.2	5.5	4.2
Repeating	0.0	0.0	0.0	0.0	0.4
R AS RECIPIENT					
Being pointed/directed	0.0	0.8	1.7	1.6	1.0
Receiving connection	0.0	0.0	2.5	0.0	0.6
Getting stopped	0.0	0.0	0.0	0.0	0.0
Being agreed with	0.0	0.0	0.0	0.0	0.0
Being made to repeat	0.0	0.0	0.0	0.0	0.0
R AS PROVIDER	7.0	4.7	11.8	2.3	6.5
R AS RESOURCE	0.0	0.0	0.0	0.0	0.0
R AS OBSERVER	0.7	0.8	0.0	1.6	0.8
TOTAL HYPOTHETICAL TACTICS	100.0. (n=142)	100.0 (n=127)	100.0 (n=119)	100.0 (n=128)	100.0[b] (n=522)[a]

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[a] The unit of analysis for this table is the hypothetical tactic. Each respondent was coded on a maximum of 3 tactics on each hypothetical situation. The General Population Sample yielded 522 tactics on the hypothetical neighborhood situation. The discrepancy between this n and that above (142+127+119+128=516) is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical health situation tactics, regardless of pre-assigned DPWC state.

[d] See footnote d, Table 15-1, for an explanation of pre-assigned DPWC states typology used in the analysis of hypothetical situations.

Table 15-4

Comparison of major tactic categories across pre-assigned hypothetical[d] decision, problem, worry, and comprehending states in consumer situations (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF HYPOTHETICAL TACTICS				
	Decision	Problem	Worry	Comprehending	All Hypothetical Tactics[c]
R AS ACTOR					
Pointing/directing	56.6	20.5	15.4	14.4	28.3
Connecting to sources	34.6	17.0	62.2	67.2	45.8
Stopping	2.5	4.5	9.1	0.8	4.3
Continuing/agreeing	0.6	0.0	2.8	0.0	0.9
Repeating	0.0	0.0	2.1	0.8	0.7
R AS RECIPIENT					
Being pointed/directed	1.9	50.0	1.4	7.2	13.1
Receiving connection	0.0	0.0	0.7	0.0	0.2
Getting stopped	0.0	0.0	0.0	0.0	0.0
Being agreed with	0.0	0.0	0.0	0.0	0.0
Being made to repeat	0.0	0.0	0.0	0.0	0.0
R AS PROVIDER	0.6	8.0	4.9	8.8	5.2
R AS RESOURCE	0.0	0.0	0.0	0.0	0.0
R AS OBSERVER	3.1	0.0	1.4	0.8	1.5
TOTAL HYPOTHETICAL TACTICS	100.0 (n=159)	100.0 (n=112)	100.0 (n=143)	100.0 (n=125)	100.0[b] (n=541)[a]

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[a] The unit of analysis for this table is the hypothetical tactic. Each respondent was coded on a maximum of 3 tactics on each hypothetical situation. The General Population Sample yielded 541 tactics on the hypothetical consumer situation. The discrepancy between this n and that above (159+112+143+125=539) is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical health situation tactics, regardless of pre-assigned DPWC state.

[d] See footnote d, Table 15-1, for an explanation of the pre-assigned DPWC states typology used in the analysis of hypothetical situations.

Table 15-5

Comparison of major tactic categories across pre-assigned hypothetical[d] decision, problem, worry, and comprehending states in all situations (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF HYPOTHETICAL TACTICS				All Hypothetical Situations[c]
	Decision	Problem	Worry	Comprehending	
R AS ACTOR					
Pointing/directing	48.0	15.1	25.8	16.2	27.0
Connecting to sources	38.0	45.8	42.4	72.6	49.5
Stopping	4.2	3.7	10.7	1.1	4.8
Continuing/agreeing	1.8	3.1	7.0	1.5	3.2
Repeating	0.5	0.0	1.9	1.1	0.9
R AS RECIPIENT					
Being pointed/directed	2.0	16.7	2.1	2.9	5.8
Receiving connection	0.8	0.6	2.1	0.4	0.9
Getting stopped	0.0	0.2	0.2	0.0	0.1
Being agreed with	0.0	0.0	0.0	0.0	0.0
Being made to repeat	0.0	0.0	0.0	0.0	0.0
R AS PROVIDER	3.2	14.1	7.4	3.1	6.8
R AS RESOURCE	0.0	0.0	0.0	0.0	0.0
R AS OBSERVER	1.5	0.6	0.4	1.1	0.9
TOTAL HYPOTHETICAL TACTICS	100.0 (n=600)	100.0 (n=509)	100.0 (n=484)	100.0 (n=544)	100.0[b] (n=2149)[a]

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[a] The unit of analysis for this table is the hypothetical tactic. Each respondent was coded on a maximum of 3 tactics on each hypothetical situation. The General Population Sample yielded 2149 tactics on all hypothetical situations. The discrepancy between this n and that above (600+509+484+544=2147) is due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical situation tactics, regardless of pre-assigned DPWC state.

[d] See footnote d, Table 15-1, for an explanation of the pre-assigned DPWC states typology used in the analysis of hypothetical situations.

Table 15-6

Comparison of major tactic categories in hypothetical and time line situations across pre-assigned/index decision, problem, worry, and comprehending states (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF HYPOTHETICAL/TIME LINE TACTICS									
	Decision		Problem		Worry		Comprehending		All Situations^{d}	
	Hypo/	Time line	Hypo/	Time line	Hypo/	Time line	Hypo/	Time line	Hypo/	Time line
R AS ACTOR										
Pointing/ directing	48.0	23.0	15.1	19.5	25.8	18.4	16.2	20.2	27.0	21.0
Connecting to sources	38.0	7.0	45.8	7.3	42.4	6.8	72.6	9.1	49.5	7.6
Stopping	4.2	9.4	3.7	8.4	10.7	8.0	1.1	7.5	4.8	7.8
Continuing/ agreeing	1.8	3.4	3.1	3.2	7.0	2.7	1.5	2.9	3.2	3.4
Repeating	0.5	0.5	0.0	0.5	1.9	0.4	1.1	0.6	0.9	0.5
R AS RECIPIENT										
Being pointed/ directed	2.0	6.2	16.7	8.5	2.1	8.5	2.9	10.1	5.8	8.5
Receiving connection	0.8	2.3	0.6	2.2	2.1	2.5	0.4	2.4	0.9	2.5
Getting stopped	0.0	15.8	0.2	20.4	0.2	21.0	0.0	14.5	0.1	17.0
Being agreed with	0.0	0.6	0.0	0.9	0.0	0.3	0.0	0.3	0.0	0.4
Being made to repeat	0.0	1.6	0.0	1.4	0.0	0.8	0.0	1.8	0.0	1.4
R AS PROVIDER	3.2	4.4	14.1	4.1	7.4	3.1	3.1	4.3	6.8	4.1
R AS RESOURCE	0.0	0.7	0.0	0.8	0.0	0.7	0.0	0.7	0.0	0.7
R AS OBSERVER	1.5	25.3	0.6	22.8	0.4	26.9	1.1	25.9	0.9	25.0
TOTAL HYPO-THETICAL TACTICS	100.0 (n=600)	100.0 (n=1002)	100.0 (n=509)	100.0 (n=937)	100.0 (n=484)	100.0 (n=918)	100.0 (n=544)	100.0 (n=1083)	100.0^{c} (n=2149)^{a}	100.0^{c} (n=2087)^{b}

(continued)

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[a] The columns in the table which are headed "hypo" comprise one sub-table, a repetition of data set out in Table 15-5. The unit of analysis for the "hypo" sub-table is the hypothetical tactic. Each respondent was coded on a maximum of 3 tactics for each hypothetical situation. The General Population Sample yielded 2149 hypothetical tactics across all hypothetical situations. The discrepancy between this n and that above (2137) is due to missing data. See footnote d, Table 15-1, for an explanation of the DPWC comparison used in the analysis of hypothetical situations.

[b] The columns in the table which are headed "time line" comprise another sub-table, a repetition of data set out in Table 10-13. The unit of analysis for the "time line" sub-table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps across 267 respondents with a focal situation. The decision/problem/worry/comprehending comparison for time lines involves only those time line steps in situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: decision time line steps, 1102; problem, 943; worry, 918; comprehending, 1083. The discrepancies between these ns and those above are due to missing data.

[c] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[d] The column headed "hypo" is a distribution of all hypothetical situation tactics, regardless of pre-assigned DPWC states. The column headed "time line" is a distribution of tactics on the time line, regardless of DPWC index state.

Table 15-7

Distribution of major tactic categories in all hypothetical situations (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF HYPOTHETICAL TACTICS
R AS ACTOR	
Pointing/directing	27.0
Connecting to sources	49.5
Stopping	4.8
Continuing/agreeing	3.2
Repeating	0.9
R AS RECIPIENT	
Being pointed/directed	5.8
Receiving connection	0.9
Getting stopped	0.1
Being agreed with	0.0
Being made to repeat	0.0
R AS PROVIDER	6.8
R AS RESOURCE	0.0
R AS OBSERVER	0.9
TOTAL HYPOTHETICAL TACTICS	100.0[b] (n=2149)[a]

[a] The unit of analysis for this table is the hypothetical tactic. Each respondent was coded on a maximum of 3 tactics on each of 4 hypothetical situations. The General Population Sample yielded 2149 tactics on all hypothetical situations. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 15-8

Comparison of major tactic categories across hypothetical and time line situations (General Population Sample only).

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TACTICS	
	Hypothetical[d]	Time line[e]
R AS ACTOR		
Pointing/directing	27.0	21.0
Connecting to sources	49.5	7.6
Stopping	4.8	7.8
Continuing/agreeing	3.2	3.4
Repeating	0.9	0.5
R AS RECIPIENT		
Being pointed/directed	5.8	8.5
Receiving connection	0.9	2.5
Getting stopped	0.1	17.0
Being agreed with	0.0	0.4
Being made to repeat	0.0	1.4
R AS PROVIDER	6.8	4.1
R AS RESOURCE	0.0	0.7
R AS OBSERVER	0.9	25.0
TOTAL HYPOTHETICAL /TIME LINE TACTICS	100.0[c] (n=2149)[a]	100.0[c] (n=2087)[b]

[a] The columns in the table which are headed "hypo" comprise one sub-table. The unit of analysis for the "hypo" sub-table is the hypothetical tactic. Each respondent was coded on a maximum of 3 tactics for each of 4 hypothetical situations. The General Population Sample yielded 2149 hypothetical tactics across all hypothetical situations. There were no missing data for this analysis.

[b] The columns in the table which are headed "time line" comprise another sub-table. The unit of analysis for the "time line" sub-table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps across 267 respondents with a focal situation. The discrepancy between this n and that above is due to missing data.

[c] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[d] This data is a repetition of that set out in Table 15-7.

[e] This data is a repetition of that set out in Table 10-4.

Table 15-9

Comparison of number of information things R would find out across pre-assigned hypothetical[a] decision, problem, worry, and comprehending states in all situations (General Population Sample only).

NUMBER OF INFORMATION THINGS R WOULD FIND OUT	PERCENTAGE OF RESPONDENTS[b]				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Housing situation					
None	60.9	80.5	68.9	59.7	67.6
One	36.2	15.6	29.7	29.9	27.8
Two	2.9	3.9	1.4	10.4	4.7
MEAN # OF THINGS	0.4	0.2	0.3	0.5	0.4
	100.0 (n=69)	100.0 (n=77)	100.0 (n=74)	100.0 (n=77)	(n=299)[a]
Health situation					
None	49.4	40.5	61.4	63.6	53.7
One	42.9	52.7	31.4	22.2	37.3
Two	7.8	6.8	7.1	14.3	9.0
MEAN # OF THINGS	0.6	0.7	0.5	0.5	0.5
	100.0 (n=77)	100.0 (n=74)	100.0 (n=70)	100.0 (n=77)	(n=300)
Neighborhood situation					
None	74.0	55.7	71.4	77.0	69.7
One	24.7	41.4	27.3	21.6	28.7
Two	1.3	2.9	1.3	1.4	1.7
MEAN # OF THINGS	0.3	0.5	0.3	0.2	0.3
	100.0 (n=77)	100.0 (n=70)	100.0 (n=77)	100.0 (n=74)	(n=300)
Consumer situation					
None	62.2	81.8	74.0	74.3	72.9
One	36.5	16.9	26.0	21.4	25.4
Two	1.4	1.3	0.0	4.3	1.2
MEAN # OF THINGS	0.4	0.2	0.3	0.3	0.3
	100.0 (n=74)	100.0 (n=77)	100.0 (n=77)	100.0 (n=70)	(n=299)

(continued)

Table 15-9 (Continued)

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[a] The unit of analysis for this table is the respondent. The General Population Sample yielded 300 respondents. For each hypothetical topic, the ns were: housing, 299; health, 300; neighborhood, 300; and consumer, 299. Discrepancies between these ns and those above (D+P+W+C=297,298, 298,299, respectively) are due to missing data.

[b] The table reads vertically, summing to roughly 100% within each topic category. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is the distribution of respondents given housing, health, neighborhood, and consumer hypothetical topic situations, regardless of DPWC state.

[d] See footnote d, Table 15-1, for an explanation of the pre-assigned DPWC states typology used in the analysis of hypothetical situations.

Table 15-10

Comparison of number of information things R would find out across pre-assigned hypothetical[d] decision, problem, worry, and comprehending states in all hypothetical situations (General Population Sample only).

NUMBER OF INFORMATION THINGS R WOULD FIND OUT	PERCENTAGE OF RESPONDENTS Decision	 Problem	 Worry	 Comprehending	 All Situations[c]
None	61.6	65.1	69.1	68.5	65.9
One	35.0	31.2	28.5	23.8	29.8
Two	3.4	3.7	2.4	7.7	4.3
MEAN # OF THINGS	0.4	0.4	0.3	0.4	0.4
TOTAL RESPONDENTS	100.0 (n=297)	100.0 (n=298)	100.0 (n=298)	100.0 (n=298)	100.0[b] (n=1198)[a]

[a] The unit of analysis for this table is the respondent. The General Population Sample yielded 300 respondents and 1198 hypothetical situations. Discrepancies between these ns and those above (297+298+298+298=1191) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is the distribution regardless of DPWC state.

[d] See footnote d, Table 15-1, for an explanation of the pre-assigned DPWC state typology used in the analysis of hypothetical situations.

Table 15-11

Comparison of things respondents would find out across decision, problem, worry, comprehending states in hypothetical versus focal situations (General Population Sample only).

NUMBER OF INFORMATION THINGS R WOULD/TRIED TO FIND OUT	PERCENTAGE OF RESPONDENTS									
	Decision		Problem		Worry		Comprehending		All Situations[d]	
	Hypo	Focal	Hypo	Focal	Hypo	Focal	Hypo	Focal	Hypo	Focal
None	61.6	16.2	65.1	29.4	69.1	33.9	68.5	19.2	65.9	27.3
One	35.0	24.8	31.2	28.4	28.5	30.5	23.8	29.2	29.8	27.7
Two	3.4	24.8	3.7	21.1	2.4	18.6	7.7	30.0	4.3	22.8
Three	----	24.8	----	14.7	----	12.7	----	14.6	----	15.4
Four	----	9.4	----	6.4	----	4.2	----	6.9	----	6.7
MEAN # OF THINGS	0.4	1.9	0.4	1.4	0.3	1.2	0.4	1.6	0.4	1.5
TOTAL RESPONDENTS	100.0 (n=297)	100.0 (n=117)	100.0 (n=298)	100.0 (n=109)	100.0 (n=298)	100.0 (n=118)	100.0 (n=298)	100.0 (n=130)	100.0[c] (n=1198)[a]	100.0[c] (n=267)[b]

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[a] The columns in the table which are headed "hypo" comprise 1 sub-table, a repetition of the data set out in Table 15-10. The unit of analysis for this sub-table is the respondent. The General Population Sample yielded 300 respondents and 1198 hypothetical situations. Discrepancies between these ns and those above (297+298+298+298=1191) are due to missing data. See footnote d, Table 15-1 for an explanation of the DPWC comparison used in the analysis of hypothetical situations.

[b] The columns in the table which are headed "focal" comprise 1 sub-table, a repetition of the data set out in Table 12-14. The unit of analysis for this sub-table is the focal situation. The General Population Sample yielded 267 focal situations. The decision/problem/worry/comprehending comparison for focal situations involves only those focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 120, decision; 113, problem; 120, worry; 133, comprehending. Discrepancies between these ns and those above (117, 109, 118, 130, respectivel are due to missing data.

[c] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[d] These columns are the distributions regardless of DPWC state.

Table 15-12

Distribution of number of things R would find out in hypothetical situations (General Population Sample only).

NUMBER OF INFORMATION THINGS R WOULD FIND OUT	PERCENTAGE OF RESPONDENTS
None	65.9
One	29.8
Two	4.3
MEAN # OF THINGS	0.4
TOTAL RESPONDENTS	100.0[b] (n=1198)[a]

[a] The unit of analysis for this table is the respondent. The General Population Sample yielded 300 respondents and 1198 hypothetical situations. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 15-13

Comparison of information things R would/tried to find out in hypothetical and focal situations (General Population Sample only).

NUMBER OF INFORMATION THINGS R WOULD/ TRIED TO FIND OUT	PERCENTAGE OF RESPONDENTS	
	Hypo	Focal
None	65.9	27.3
One	29.8	27.7
Two	4.3	22.8
Three	----	15.4
Four	----	6.7
MEAN # OF THINGS	0.4	1.5
TOTAL RESPONDENTS	100.0[c] (n=1198)[a]	100.0[c] (n=267)[b]

[a] The data in the column headed "hypo" are a repetition of the data set out in Table 15-10. The unit of analysis is the respondent. The General Population Sample yielded 300 respondents and 1198 hypothetical situations. There were no missing data for this analysis.

[b] The data in the column headed "focal" are a repetition of the data set out in Table 12-14. The unit of analysis is the focal situation. The General Population Sample yielded 267 focal situations. There were no missing data for this analysis.

[c] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 15-14

Comparison of information things R would find out across pre-assigned hypothetical[d] decision, problem, worry, comprehending states for housing situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS R WOULD FIND OUT				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Assess situation/system	60.0	40.7	38.9	41.0	45.2
Learn options/ alternatives	16.7	18.5	22.2	41.0	26.1
Locate self/situation/ others in time and space	3.3	14.8	22.2	2.6	8.7
Learn reasons/causes/ underlying motives/ history	3.3	0.0	5.6	0.0	1.7
Turn to others for their ideas/opinions/ agreement	0.0	7.4	5.6	0.0	3.5
Procedures for implementing solution/dealing with situation	16.7	18.5	5.6	15.4	14.8
TOTAL INFORMATION THINGS R WOULD FIND OUT	100.0 (n=30)	100.0 (n=27)	100.0 (n=18)	100.0 (n=39)	100.0[b] (n=115)[a]

[a] The unit of analysis for this table is the information things R would find out in hypothetical housing situations. Each respondent was coded to a maximum of 2 information things per hypothetical situation. The General Population Sample yielded 115 things. Discrepancies between this n and those above (30+27+18+39=114) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical housing situation information things, regardless of pre-assigned DPWC states.

[d] See footnote d, Table 15-1, for explanation of the pre-assigned DPWC states typology used in the analysis of hypothetical situations.

Table 15-15

Comparison of information things R would find out across pre-assigned hypothetical[d] decision, problem, worry, comprehending states for health situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS R WOULD FIND OUT Decision	Problem	Worry	Comprehending	All Situations[c]
Assess situation/system	28.9	12.2	27.3	27.5	23.7
Learn options/alternatives	28.9	2.0	15.2	15.0	14.8
Locate self/situation/others in time & space	15.6	8.2	12.1	10.0	11.2
Learn reasons/causes/underlying motives/history	0.0	63.3	21.2	22.5	27.8
Turn to others for their ideas/opinions/agreement	15.6	14.3	0.0	2.5	8.9
Procedures for implementing solution/dealing with situation	11.1	0.0	24.2	22.5	13.6
TOTAL INFORMATION THINGS R WOULD FIND OUT	100.0 (n=45)	100.0 (n=49)	100.0 (n=33)	100.0 (n=40)	100.0[b] (n=169)[a]

[a] The unit of analysis for this table is the information things R would find out in hypothetical health situations. Each respondent was coded on a maximum of 2 information things per hypothetical situation. The General Population Sample yielded 169 things. Discrepancies between this n and those above (45+49+33+40=167) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical health situation information things, regardless of pre-assigned DPWC states.

[d] See footnote d, Table 15-1, for an explanation of the pre-assigned DPWC states typology used in the analysis of hypothetical situations.

Table 15-16

Comparison of information things R would find out across pre-assigned hypothetical[d] decision, problem, worry, comprehending states in neighborhood situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS R WOULD FIND OUT				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Assess situation/system	23.8	11.8	30.4	33.3	22.7
Learn options/ alternatives	9.5	2.9	4.4	5.6	5.2
Locate self/situation/ others in time & space	9.5	0.0	4.4	0.0	3.1
Learn reasons/causes/ underlying motives/ history	42.9	50.0	39.1	50.0	45.4
Turn to others for their ideas/opinions/ agreement	9.5	29.4	17.4	0.0	16.5
Procedures for implementing solution/ dealing with situation	4.8	5.9	4.4	11.1	7.2
TOTAL INFORMATION THINGS R WOULD FIND OUT	100.0 (n=21)	100.0 (n=34)	100.0 (n=23)	100.0 (n=18)	100.0[b] (n=97)[a]

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[a] The unit of analysis for this table is the information things R would find out in hypothetical health situations. Each respondent was coded to a maximum of 2 information things per hypothetical situation. The General Population Sample yielded 169 things. Discrepancies between this n and those above (21+34+23+18=96) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical health situation information things, regardless of pre-assigned DPWC states.

[d] See footnote d, Table 15-1, for an explanation of the pre-assigned DPWC states typology used in the analysis of hypothetical situations.

Table 15-17

Comparison of information things R would find out across pre-assigned hypothetical[d] decision, problem, worry, comprehending states in consumer situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS R WOULD FIND OUT				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Assess situation/ system	27.6	13.3	38.1	9.5	23.0
Learn options/ alternatives	37.9	13.3	0.0	9.5	17.2
Locate self/situation/ others in time & space	0.0	0.0	0.0	0.0	0.0
Learn reasons/causes/ underlying motives/ history	6.9	46.7	33.3	9.5	20.7
Turn to others for their ideas/opinions/ agreement	13.8	26.7	14.3	4.8	13.8
Procedures for implementing solution/ dealing with situation	13.8	0.0	14.3	66.7	25.3
TOTAL INFORMATION THINGS R WOULD FIND OUT	100.0 (n=29)	100.0 (n=15)	100.0 (n=21)	100.0 (n=21)	100.0[b] (n=87)[a]

[a] The unit of analysis for this table is the information things R would find out in hypothetical situations. Each respondent was coded to a maximum of 2 information things per hypothetical situation. The General Population Sample yielded 87 things in hypothetical consumer situations. Discrepancies between this n and those above (29+15+21+21=86) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all hypothetical consumer information things, regardless of pre-assigned DPWC states.

[d] See footnote d, Table 15-1, for an explanation of the DPWC states typology used in the analysis of hypothetical situations.

Table 15-18

Comparison of information things R would find out across pre-assigned hypothetical[d] decision, problem, worry, comprehending states for all situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS R WOULD FIND OUT				
	Decision	Problem	Worry	Comprehending	All Situations[c]
Assess situation/ system	35.2	18.4	32.6	29.7	28.6
Learn options/alternatives	24.8	7.2	10.5	21.2	16.0
Locate self/situation/ others in time & space	8.0	6.4	9.5	4.2	6.8
Learn reasons/causes/ underlying motives/history	9.6	44.0	25.3	7.0	23.7
Turn to others for their ideas/opinions/agreement	10.4	18.4	8.4	1.7	10.0
Procedures for implementing solution/dealing with situation	12.0	5.6	13.7	26.3	14.7
TOTAL INFORMATION THINGS R WOULD FIND OUT	100.0 (n=125)	100.0 (n=125)	100.0 (n=95)	100.0 (n=118)	100.0[b] (n=468)[a]

[a] The unit of analysis for this table is the information things R would find out in all hypothetical situations. Each respondent was coded to a maximum of 2 information things per hypothetical situation. The General Population Sample yielded a total of 468 things across 300 respondents. Discrepancies between this n and those above (125+125+95+118=363) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] This column is a distribution of all (4) hypothetical situation information things, regardless of pre-assigned DPWC states.

[d] See footnote d, Table 15-1, for explanation of the DPWC states typology used in the analysis of hypothetical situations.

Table 15-19

Comparison of information things R would/tried to find out in hypothetical and focal situations across decision, problem, worry, comprehending states (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS R WOULD/TRIED TO FIND OUT									
	Decision		Problem		Worry		Comprehending		All Situations[d]	
	Hypo	Focal	Hypo	Focal	Hypo	Focal	Hypo	Focal	Hypo	Focal
Assess situation/system	35.2	25.2	18.4	27.7	32.6	32.9	29.7	28.7	28.6	28.0
Learn options/alternatives	24.8	13.7	7.2	6.6	10.5	10.3	21.2	11.2	16.0	13.1
Locate self/situation/ others in time & space	8.0	9.8	6.4	10.2	9.5	9.6	4.2	9.9	6.8	9.3
Learn reasons/causes/ underlying motives/ history	9.6	20.5	44.0	22.9	25.3	17.1	7.0	20.2	23.7	19.9
Turn to others for their ideas/opinions/agreement	10.4	11.5	18.4	13.3	8.4	13.7	1.7	12.1	10.0	10.3
Procedures for implementing solution/dealing with situation	12.0	19.2	5.6	19.3	13.7	16.4	26.3	17.9	14.7	19.4
TOTAL INFORMATION THINGS R WOULD/TRIED TO FIND OUT	100.0 (n=125)	100.0 (n=234)	100.0 (n=125)	100.0 (n=166)	100.0 (n=95)	100.0 (n=146)	100.0 (n=118)	100.0 (n=223)	100.0[c] (n=468)[a]	100.0[c] (n=397)[b]

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[a] The columns in the table which are headed "hypo" comprise one sub-table, a repetition of data set out in Table 15-18. The unit of analysis for the "hypo" sub-table is the information things R would find out in hypothetical situations. Each respondent was coded on a maximum of 2 information things for each of the four hypothetical situations. The General Population Sample yielded 468 information things R would find out across all hypothetical situations. The discrepancy between this n and that above (125+125+95+118=463) is due to missing data. See footnote d, Table 15-1, for an explanation of the DPWC comparison used in the analysis of hypothetical situations.

(continued

Table 15-19 (Continued)

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[b] The columns in the table which are headed "focal" comprise another sub-table, a repetition of data set out in Table 12-15. The unit of analysis for the "focal" sub-table is the information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 information things. The General Population Sample yielded 397 information things. The decision/problem/worry/comprehending comparison involves only those information things for focal situations identified per procedures outlined in Chapter VIII as one of the index states. These ns are: 234, decision; 166, problem; 146, worry; 223, comprehending. These ns will not sum to 397 because the DPWC index states are a series of designations such that a given unit could fall into more than one type. There were no missing data for this analysis.

[c] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[d] The column headed "hypo" is a distribution of all hypothetical information things, regardless of pre-assigned DPWC states. The column headed "focal" is a distribution of information things R tried to find out in focal situations, regardless of DPWC index states.

Table 15-20

Distribution of information things R would find out in all hypothetical situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS R WOULD FIND OUT
Assess situation/system	28.6
Learn options/alternatives	16.0
Locate self/situation/others in time and space	6.8
Learn reasons/causes/underlying motives/history	23.7
Turn to others for their ideas/opinions/agreement	10.0
Procedures for implementing solution/dealing with situation	14.7
TOTAL INFORMATION THINGS R WOULD FIND OUT	100.0[b] (n=468)[a]

[a] The unit of analysis for this table is the information things R would find out in all hypothetical situations. Each respondent was coded to a maximum of 2 information things per hypothetical situation. The General Population Sample yielded a total of 468 things across 300 respondents.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

Table 15-21

Comparison of major information type categories across hypothetical and focal situations (General Population Sample only).

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS	
	Hypothetical[d]	Focal[e]
Assess situation/system	28.6	28.0
Learn options/alternatives	16.0	13.1
Locate self/situation/ others in time and space	6.8	9.3
Learn reasons/causes/underlying motives/history	23.7	19.9
Turn to others for their ideas/ opinions/agreement	10.0	10.3
Procedures for implementing solution/dealing with situation	14.7	19.4
TOTAL HYPOTHETICAL/FOCAL INFORMATION THINGS	100.0[c] (n=468)[a]	100.0 (n=397)[b]

[a] For the column headed "hypothetical," the unit of analysis is the information things R would find out in all hypothetical situations. Each respondent was coded to a maximum of 2 information things per hypothetical situation. The General Population Sample yielded a total of 468 things across 300 respondents. There were no missing data for this analysis.

[b] For the column headed "focal," the unit of analysis is the information things R tried to find out in the focal situations. Each respondent was coded to a maximum of 4 information things. The General Population Sample yielded 397 things across 267 respondents with a focal situation.

[c] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[d] These data repeat that set out in Table 15-20.

[e] These data repeat that set out in Table 12-3.

CHAPTER XVI

CROSS-SAMPLE COMPARISON

Purpose

One of the mandates in the proposed outline for this project was to draw three sub-samples (General Population, Asian, and Black) so that a comparison could be made across racial/ethnic sub-groups.[1] The purpose of this chapter is to make that comparison.

It is important to note that this is the only chapter in which a demographic variable (i.e. racial/ethnic origin) is used as a comparison variable. As expressed in the conceptualization in Chapter II, one of the major premises of this study is that cross time-space attributes of individuals are measures too gross for use in understanding how individuals behave in specific time-space bound situations. First, every situation is different; second, every individual has his own unique interpretation of a given situation.

Much of the past work on "information needs" and "information processing" has emphasized demographic variables or other cross time-space attributes of individuals (e.g. personality attributes, organization role). Most of these studies are based on the assumption that normative pictures of how particular sub-groups of people have behaved in the past are useful in "predicting" their responses in the future. Yet, anyone who works with individuals knows that the utility of this normative approach is extremely limited. No individual is the "average" member of his group.[2]

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[1] See Chapter IV for details on sampling.

[2] See Chapter II for more discussion on this issue.

The overriding premise of this study, then, is that information practitioners who deal with people as individuals must cope with their individuality. Further, it is reasoned that the only way to deal with individuality is through situationality, by determining how a given individual sees his particular time-space bound situation. All of the preceding analysis chapters have focused on the concept of situationality -- how people reported they coped with given situations, how they reported themselves moving through situations, what information they wanted for particular situations, how they found that information helpful.

It is in the context of the notions of individuality and situationality that the individual information practitioner must work. Yet, there must still be a concern for the overall design of systems to deal with communities of people. This, then, is the particular focus of this chapter: To see how well the situationality approach works across the racial/ethnic sub-groups; to see if the data indicate the need for the development of different overall strategies for dealing with the information needs of different sub-groups.

In this context, it is important to note why racial/ethnic origin was chosen as the one demographic comparison variable. There are several reasons: First, racial/ethnic attributes are currently being used generally in society as major variables of attention in system planning and program development; and second, considerable literature suggests that racial and ethnic origin attributes carry with them considerable differences in life experiences, thus, racial/ethnic origin, as well as other demographic characteristics, become gross carriers of instructions for coping with life.

The comparison across the sampling sub-groups in this chapter is on the one-way distributions of conceptual variables constructed for this report (see Table 5-1). Thus, the one-way distribution of frequencies obtained in all categories of a given variable are compared across the sub-samples. For this purpose, data from the General Population sample is taken as a baseline;[3] data from the Asian and Black samples are presented as deviations from the baseline. In this way, the reader is able quickly to assess the data in terms of the two questions which guide this chapter: How well does the situationality approach work across the sub-groups? Does the data indicate the need for the development of different overall strategies for dealing with the information needs of different sub-groups?

For purposes of the review of the data which follows, only differences of 10 percentage points or greater are emphasized; other findings are interpreted as "no difference". While this criterion of 10 percentage points[4] or greater has been established for making the review of the many cross-sample comparisons more straightforward, a secondary emphasis is placed on unearthing consistent patterns of differences. Unlike the table reviews in preceding chapters, the reviews which follow do not delineate in detail the nature of the table titles and units of analysis. Instead, it is assumed that the reader has covered the material of the preceding chapters. Each finding in this chapter is referenced to the General Population sample analyses in Chapters II through XIV.

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[3] It is important to note that the General Population sample includes all racial/ethnic sub-groups in the population in roughly the same proportions that they are represented in the population (see Chapter IV).

[4] Readers who wish to apply a more precise criterion for looking at differences should review Chapter IV, which sets out the accuracy limits of the different samples. In actuality, only the use of statistical tests can pinpoint "significant" differences. See Chapter V for a discussion of why statistical tests were not used in this report. The 10% criterion for differences was selected as being neither too conservative nor too liberal.

Results

- * Both Asian and Black respondents named fewer problems, worries, and concerns that they had had recently than General Population respondents. While the mean for the General Population sample was 4.0 situations, the Asian sample named -1.8 fewer situations and the Black sample named -1.5 fewer situations. Most of this difference is accounted for by the fact that both the Asian and Black respondents were much more likely to have named no situations at all. (See Table 16-1; in preceding chapters, see Table 6-1.)

- * Although Asian and Blac[illegible]spondents named fewer situations, the topic complexity of their situation articulations was not different from that of General Population respondents. The mean number of topic depths coded per situation was 1.5 for the General Population. The discrepancy was only -.1 for both Asian and Black sub-samples. (See Table 16-2; in preceding chapters, see Table 6-2.)

- * An analysis of the topic foci of the situations named across the three sub-samples showed no essential differences. The largest discrepancy in a single category between the two racial/ethnic sub-samples and the General Population was 4.4 percentage points. The largest discrepancy between the Asian and Black samples was 6.5 percentage points. There were some expected trends. Asians, for example, named slightly more situations in the "Immigration, migration, & mobility" category. (See Table 16-3 and Table 16-4; in preceding chapters, see Table 6-3 and Table 6-4.)

- * This table focuses on how the different respondents articulated their situations in terms of the implications for movement on the part of the information practitioner. The main questions are: What were the respondents asking for? Were they complaining (asking for someone to listen to their complaints)? Were they requesting information? Were they requesting a resource or a service? In terms of the description of these three styles as independent states, results indicated several patterns of differences:

  a) In terms of the analysis of the use of the styles as independent states (i.e. regardless of their combinations), results indicated that Asian respondents were less likely (-10.9 percentage points) than General Population respondents (33.5%) to articulate their needs as resource/service needs. They were also less likely to do so than Black respondents (-17.8 percentage points).

b) In terms of an analysis of combinations of styles, in contrast, the data showed Asian respondents more likely (+12.9 percentage points) to articulate their situations solely as complaints than were General Population respondents (46.6%). Asian respondents were also more likely to use the sole complaining style than Black respondents (+14.0 percentage points).

c) While no other differences between the sub-samples and the General Population were shown, the results indicated that there was a difference of 17.2 percentage points between Asian and Black respondents in the frequency with which they used the combination style of "complaint-resource/service need." Asians were less likely to use this style; Blacks were more likely to use this style.

d) In sum, the general pattern suggests that the Asian sample showed the most difference from the General Population sample, in that more of their situations were likely to be solely complaints and fewer were likely to be requests for resource/services. In addition, Asians were less likely than Blacks to use the combination style of complaint-resource/service need. (See Table 16-5; in preceding chapters, see Table 7-1.)

* The initial articulations of the Asian respondents were more frequently coded as worries (by 13 percentage points) than were the initial articulations of the General Population respondents. Otherwise there were no essential differences in the DPWC coding of initial articulations across the three population samples. (See Table 16-6; in preceding chapters, see Table 7-2.)

* The application of the decision, problem, worry, and comprehending index items to the focal situations of respondents indicates a number of differences between population samples. These differences are primarily associated with those index items that were developed to tap decision and problem aspects of respondents' perceptions of their focal situations.

a) Generally, respondents from both the Asian and the Black samples were less prone to approach focal situations as decisions. 17.2% fewer Asians, compared to the General Population sample, perceived more than one way to go; 24.0% fewer compared more than one alternative; and 14.3% fewer found it difficult to make up their minds. Comparing the Black sample to the General Population sample, 12.2% fewer Blacks perceived more than one way to go, and 14% fewer compared more than one alternative.

b) Generally, concerning the problem index items, although the Asian sample differed appreciably from the General Population sample, it differed even more from the Black sample. In contrast to the General Population sample, 11.5% fewer Asian respondents reported that they couldn't make progress, whereas 8.7% more of the Black sample reported the same. Again, in contrast to the General Population sample, 14.9% fewer Asian respondents reported that they knew what they wanted to do but things kept going wrong, whereas 7.7% more of the Black respondents reported the same. Also, 21.9% fewer Asian respondents indicated that they knew what they wanted to do but something stood in the way, and 15.8% fewer reported that they had a solution but couldn't make it work, when compared to the General Population sample.

c) Generally, with regard to the worry index items, there were only two appreciable differences when compared to the General Population sample: 1) 16.6% fewer Black respondents felt they had to be satisfied with the way things turned out; and 2) 11.1% fewer of the Asian respondents felt they couldn't predict what was going on.

d) For the comprehending index items, 5.7% more of the Asian respondents wanted more details about their focal situations in comparison to those respondents in the General Population sample, whereas 9.3% fewer of the Black respondents indicated such a need.

e) In summary, using the DPWC index items as a guide, the following differences emerge: 1) General Population respondents were more likely to view their focal situations as decision situations than either the Asian or the Black respondents. 2) Asian respondents were less likely to view their focal situations as problem types of situations than General Population respondents; Black respondents were slightly more likely to do so. 3) There were some isolated indications, from the worry and comprehending index items, of slightly different views of focal situations across the three sample populations. (See Table 16-7 and Table 16-8; in preceding chapters, see Table 8-1 and Table 8-5.)

* The focal situations of the General Population sample generally had a greater degree of social embeddedness than the focal situations of the other two samples. Compared to the General Population sample, the Asian sample had 18.7% fewer focal situations that involved two or more people; the Black sample had 21.3% fewer focal situations that involved two or more people. (See Table 16-9; in preceding chapters, see Table 9-1.)

* Concerning situation embeddedness, the focal situations of the General Population sample were generally the most situationally embedded, while the focal situations of the Black sample were considered to be the least situationally embedded; the Asian sample fell between the other two samples. This result was found to be consistent across the three types of situation connectedness items. (See Table 16-10; in preceding chapters, see Table 9-4.)

* With respect to perceptual embeddedness, there was no essential difference between the three samples in the proportion of those who viewed their focal situations as easy or hard to get at the heart of. There were, however, differences between the samples in their reported approaches to focal situations.

a) Asian respondents were 8.3% less likely to stand back in order to understand their situations than General Population respondents; Black respondents were 5.6% more likely to stand back.

b) Black sample respondents were 12.7% less likely, and Asian sample respondents were 8.8% less likely, to get up close in order to understand their situations than General Population respondents.

c) Both Asian (by 20.2 percentage points) and Black (by 9.7 percentage points) respondents were more likely to do both (standing back and getting up close), than General Population respondents. (See Table 16-11; in preceding chapters, see Table 9-7.)

* Asian and Black respondents had an average of 2.6 and 2.8 fewer steps in their time line articulations, in comparison with General Population respondents, who had an average of 7.0 steps. Despite this difference, it should be noted that a substantial number of respondents in all three samples had from 0 to 18 or more steps in their time line articulations. (See Table 16-12; in preceding chapters, see Table 10-1.)

* The coding of the time line steps for orientational state (i.e. what respondents were attending to -- internal or external states, self or others or objects) resulted in no essential difference among the three sample populations. (See Table 16-13; in preceding chapters, see Table 10-2.)

* An analysis of how respondents articulated their direction of movement (i.e. as actors, recipients of others' action, or observers) also showed no essential difference among the three sample populations. (See Table 16-14; in preceding chapters, see Table 10-3.)

* A comparison of how respondents moved through their time lines (i.e. what tactics they used) showed no essential differences. (See Table 16-15 and Table 16-16; in preceding chapters, see Table 10-4 and Table 10-5.)

* Another method designed to tap respondent tactic use was to offer each respondent a battery of described tactics and then to ask which he used in his focal situation. Overall, Asian and Black respondents reported lower usage of all 13 tactics than did the General Population. These results were most extreme in the use of decisioning tactics. It should be noted, however, that all three sample populations showed a wide variety of tactic use. On the average 51.8% of the General Population respondents used each tactic, compared to 41.2% in the Asian sample and 34.8% in the Black sample. (See Table 16-17; in preceding chapters, see Table 10-17.)

* If a respondent indicated that he used one of the tactics, he was asked if it was helpful. There were a number of differences among the sample populations in their perceptions of the helpfulness of using different tactics.

    a) For those respondents who changed their view of the situation, Asian sample respondents more frequently (by 12.6 percentage points) and Black sample respondents less frequently (by 13.5 percentage points) described this tactic as helpful, than did General Population respondents.

    b) For those respondents who found someone who agreed with them, Asian sample respondents less frequently (by 15.5 percentage points) described this tactic as helpful, than did General Population respondents.

    c) For those respondents who read something relating to their focal situations, Asian respondents less frequently (by 12.9 percentage points) described this tactic as helpful, than did the General Population respondents.

    d) For those respondents who got emotional or angry, Asian respondents less frequently (by 15 percentage points) and Black respondents more frequently (by 15.2 percentage points) described this tactic as helpful, than did General Population respondents.

    e) For those respondents who put the situation out of mind, Black sample respondents less frequently (by 11.3 percentage points) described this tactic as helpful, than did Asian sample respondents (who were only 2.5 percentage points above General Population respondents).

f) For those respondents who talked to someone, Black respondents less frequently (by 13 percentage points) described this tactic as helpful, than did General Population respondents.

g) For those respondents who spent time thinking, Asian respondents less frequently (by 17.7 percentage points) described this tactic as helpful, than did General Population respondents.

h) For those respondents who eliminated an approach, Black sample respondents more frequently (by 17.3 percentage points) and Asian sample respondents less frequently (by 12.9 percentage points) described this tactic as helpful, than did General Population sample respondents.

i) For those respondents who compared at least 2 approaches, Asian sample respondents less frequently (by 23.3 percentage points) and Black sample respondents less frequently (by 9.9 percentage points) described this tactic as helpful, than did General Population respondents.

j) For those respondents who asked someone what to do, Asian sample respondents less frequently (by 12.7 percentage points) and Black sample respondents more frequently (by 8.6 percentage points) described this tactic as helpful, than did General Population respondents. (See Table 16-18; in preceding chapters, see Table 10-22.)

In sum, for the most part respondents in the Asian sample saw more of the tactics as less helpful than did General Population respondents or Black respondents. The exceptions were change view of the situation, which Asians found more helpful than either other sample population, and ask someone what to do, which Asians found more helpful than Black respondents and somewhat more helpful than General Population respondents. In contrast, the Black sample showed a mixed picture. While, for the most part, their helpfulness ratings were not much different than those of the General Population, there were five exceptions. Black respondents rated change view of situation, talk to someone, and ask someone what to do as less helpful than did General Population respondents. In addition, they rated eliminate an approach and get emotional or angry as more helpful than General Population respondents. (See Table 16-18; in preceding chapters, see Table 10-22.)

* There was no essential difference in the institutional affiliations of other human entities involved in the focal situations across the three samples. (See Table 16-19; in preceding chapters, see Table 11-1.)

* There was a substantial difference in comparing the peer-kin affiliation of other human entities on only one of the peer-kin dimensions: the family/relative affiliation occurred more often (by 19.1 percentage points) in the Black sample, and more often (by 7.2 percentage points) in the Asian sample, than it did in the General Population sample. (See Table 16-20; in preceding chapters, see Table 11-2.)

* In considering the nature of involvement of other human entities in the respondents' focal situations, there were three areas of substantial difference between the population samples.

  a) Of the other human entities involved in respondent focal situations, respondents from the Black sample less frequently (by 13.3 percentage points) considered them to be in the same role as themselves, as compared to the General Population sample.

  b) Respondents from the Asian sample more frequently (by 7.3 percentage points), and respondents from the Black sample less frequently (by 5.9 percentage points), indicated that other entities were in need of help, in comparison with respondents of the General Population.

  c) Respondents from the Asian sample less frequently (by 14.3 percentage points), and respondents from the Black sample less frequently (by 9.9 percentage points), viewed other entities as helpers or facilitators than did General Population respondents. (See Table 16-21; in preceding chapters see Table 11-3.)

* In general, respondents of the General Population sample sought substantially more information things than did respondents of either the Asian or the Black samples. This is primarily accounted for by the fact that approximately half of both the Black and the Asian samples sought no information at all, whereas only about one quarter of the General Population sample sought no information. (See Table 16-22; in preceding chapters, see Table 12-1.)

* Comparing the sub-categories of information types sought across the three sample populations shows no essential difference between the samples. However, there are two differences which emerge from the comparison of the major categories of information types across the samples.

  a) Considering all the information things respondents tried to find out which were coded in the major category of assess the situation or system, information items indicated by Black sample respondents were less frequently (by 9.2 percentage points), and information items indicated by Asian sample respondents were more frequently (by 6.9 percentage points), coded in this major category than were the information items of the General Population.

b) Considering all of the information things respondents tried to find out which were coded in the major category of learn reasons/causes/underlying motives/history, information items indicated by Black sample respondents were more frequently (by 12.6 percentage points) coded in this major category than were information items by the General Population. The information items of the Asian Population were coded in this category with about the same frequency as those of the General Population. (See Table 16-23 and Table 16-24; in preceding chapters, see Table 12-2 and Table 12-3.)

* There was almost no difference from one population sample to another with regard to respondents' perception of the ease or difficulty in finding information. (See Table 16-25; in preceding chapters, see Table 12-4.)

* Although there was some within-sample variation regarding the frequency with which respondents used none, one, and two or more professional or institutional sources for the information which they sought, there is no essential difference in the mean number of professional or institutional sources used by respondents of the three sample populations. (See Table 16-26; in preceding chapters, see Table 12-5.)

* Focusing on the types of institutional sources used, there was no essential difference among the three population samples. (See Table 16-27; in preceding chapters, see Table 12-6.)

* Respondents of all three sample populations were almost equally successful in finding the information they were seeking. (See Table 16-28; in preceding chapters, see Table 12-7.)

* Only in one of the major tactic categories (used in finding things out) was there any substantial difference among the three sample populations. Under the main heading of R as actor, the major tactic of connecting to sources occurred for Asian respondents less frequently (by 18.3 percentage points) than for General Population respondents. The frequency of occurrence for Black respondents was about the same as it was for the General Population. (See Table 16-29; in preceding chapters, see Table 12-8.)

- Black sample respondents reported less frequently (by 20.8 percentage points) that the information things that they did find out were helpful, in comparison with respondents from the General Population sample. Asian sample respondents reported helpfulness with approximately the same frequency as General Population respondents. (See Table 16-30; in preceding chapters, see Table 12-9.)

- There were more differences across the three samples in the reasons why information didn't help than in the reasons why it did help.

  a) The biggest difference was in the frequency with which Black respondents said information didn't help because they didn't make progress toward a resolution. While General Population respondents cited this reason for 54.9% of the information things that didn't help, the Black sample's deviation was -22.8%. The Asian sample showed no difference from the General Population sample.

  b) Black respondents, in contrast, more often said they didn't get encouragement or social support (+10.1%). For this comparison, the Asian sample was like the Black sample (+10.4%).

  c) Asian respondents were less likely to say that information didn't help in planning (-11.8%) than either General Population or Black respondents (+6.1%).

  d) For reasons why information helped, only one difference was shown from the General Population sample: Black respondents cited got support/encouragement more often (+12.0%) than General Population (6.0%) and slightly more than Asian respondents (+7.7%).

  e) The Black and Asian samples differed in the frequency with which they cited got control of self as a reason why information helped. In contrast to the General Population (11.5%), the Asian sample was less likely to cite this reason (-7.6%) and the Black sample was more likely to cite this reason (+6.5%). (See Table 16-31; in preceding chapters, see Table 12-11.)

- Both Asian sample and Black sample respondents cited fewer questions that they would ask experts than did General Population sample respondents (average of 1.6 questions for General Population, versus 1.1 for Asian and 1.0 for Black). The differences were mainly in how many respondents in each sample said they would ask an expert any questions. More Asian and Black sample respondents named no questions (+11.8 for Asian and +18.5 for Black) than did General Population respondents. (See Table 16-32; in preceding chapters, see Table 13-1.)

* There were few differences in the sub-categories of the types of questions respondents in the three samples would ask experts. However, when looking at the major categories, one substantial difference appeared: Black sample respondents more often said they would ask questions about reasons, causes, underlying motives, or history (11.6 percentage points more than General Population and 12.1 more than Asian). (See Table 16-33 and Table 16-34; in preceding chapters, see Table 13-2 and Table 13-3.)

* Asian and Black sample respondents named only slightly fewer (-0.3 Asian and -0.3 Black) things that they would want the expert to know about themselves or their situations than General Population respondents. In both Asian and Black samples, about 12% fewer respondents named two or more things than did the General Population respondents. (See Table 16-35; in preceding chapters, see Table 13-9.)

* Respondents in all three sub-samples would want experts to know similar things about themselves or their situations. There were only two large differences among the sub-categories of types of things: 1) Asian and Black sample respondents both wanted experts to know what the situation is like more than General Population respondents (+10.6 percentage points for Asian sample, +10.9 for Black); and 2) Black respondents wanted experts to know about their own internal states (e.g. emotions) more than did respondents in either of the other samples (+12.2% over General Population, +13.4% more than Asian). (See Table 16-36; in preceding chapters, see Table 13-10.)

* While Asian respondents judged the library to be likely to have information helpful in their focal situations as did General Population respondents, Black respondents judged the library to be far less likely to have helpful information. 49.6% of the General Population respondents said the library was not likely at all to have helpful information, but 22.8% more of the Black respondents made this judgment. (See Table 16-37; in preceding chapters, see Table 13-15.)

* Respondents were asked the resolution status of their focal situations in two places of the questionnaire. For beginning resolution status, more respondents in the Black sample saw their situation as unresolved than respondents in either of the

other two samples (+11.4% unresolved more than General Population, +19.0% more unresolved than Asian). However, differences were smaller when respondents were asked the terminal resolution status. The differences, though smaller, were in the same direction as for beginning resolution status, with Asians tending to have fewer unresolved situations than the others and Black sample respondents tending to have the most unresolved situations. (See Table 16-38; in preceding chapters, see Table 14-1.)

* Five items tapped dimensions of resolution accessiblity. On these items, the largest differences were between Asian and Black samples, rather than between either sample and the General Population sample. Two of the items showed fairly large differences: Asian sample respondents said information was more available (+12.9% percentage points) than respondents in the Black sample. Respondents in the Asian sample also said more frequently that all or most people could resolve the situation (+11.7%) than did respondents in the Black sample. In general, respondents in the Asian sample tended to see resolution as more accessible than respondents in the Black sample, but as only slightly more accessible than respondents in the General Population sample. (See Table 16-39; in preceding chapters, see Table 14-4.)

* There were no appreciable differences among the three samples in either terminal resolution status characteristics or reasons for lacking any/perfect resolution to the situation. (See Table 16-40 and Table 16-41; in preceding chapters, see Table 14-7 and Table 14-9.)

Conclusions and implications

The primary purpose of this chapter has been to assess how well the situationality approach worked across the three sub-samples in this study (General Population, Asian, and Black). A secondary purpose was to see if the data indicated the need for the development of different overall strategies for dealing with the information needs of different sub-groups. Hence, the focus is on system planning. Since the fine nuances of differences were reviewed above, the conclusions and implications will focus on broad trends.

- In all, 41 different comparisons were made between the three sub-samples. Of these, 13 or 32% showed no essential differences between any of the three sub-samples. Further, the number of differences found in a complex and wide range of within-table comparisons was relatively few.

- The most consistent difference that was found was quantitative. Both Asian and Black respondents articulated fewer situations, saw fewer people as involved in their situations, saw fewer connections to other situations, used fewer tactics for coping, sought less information, wanted to ask an expert fewer questions, and had fewer things they wanted an expert to know.

- The most consistent lack of difference appeared on items which could generally be classed in the accessibility category. The use of professional and institutional sources did not differ. The frequency with which situations were labelled as resolved at the end of the interview did not differ. The characteristics of the final resolution did not differ. (It is interesting to note that initial assessments of resolution did differ, with Black respondents indicating more unresolved situations than either Asian or General Population respondents.)

- For the most part, respondent reports of how they moved through their situations did not differ (except quantitatively). While Asian and Black respondents reported fewer events in their situations and less overall tactic use, the broad portrait of movement was the same. One exception was that both Asian and Black respondents described their situations less often as decisions and less often reported using decisioning tactics. In addition, Asians were less likely to use connecting to sources as a means of finding information.

- The broad pattern of differences fell into several classes. The samples differed considerably in articulation style, in judgments of the helpfulness of different tactics and of different types of information, in types of information they sought, in the kinds of things they wanted an expert to know, and in the kinds of questions they wanted to ask an expert. Most of the differences, then, concerned dimensions that would clearly affect the interaction between information practitioner and client.

- Of the differences, those perhaps most observable to a listening practitioner were in articulation style. Coders judged Asian respondents to have the most different articulation style. Asian respondents were more likely than either of the other two samples to use the complaint style and less likely to use the resource/service request style. In addition, coders judged Asian respondents as more likely to articulate worries.

- Judgments on the helpfulness of various tactics and of different information types showed the most difference between the samples. For example, Asian respondents judged the changing view of situation tactic more helpful than did General Population respondents while Black respondents judged the get emotional or angry and eliminate an approach tactics as most helpful. Both Black and Asian sample respondents judged the utility of information more often in terms of whether it provided social support and confirmation.

- In terms of types of information sought, Black respondents were more likely than either Asian or General Population respondents to seek information on reasons/causes/underlying motives/history. In contrast, Asian respondents were more likely than Black respondents to seek information to assess situation/system. The same pattern of differences extended to questions respondents would ask an expert.

- In terms of what respondents wanted an expert to know about them, both Black and Asian respondents were more likely to want the expert to know about the nature of their situations. Black sample respondents, however, were more likely than either of the other two samples to want the expert to know about their own internal states.

- In sum, the differences above both represent the highlights of the cross-sample comparison and paint a broad portrait of the findings. The results generally show the Asian and Black samples to have articulated less quantity of material, as perhaps might be expected in samples drawn from census tracts with low educational levels (see Chapter IV). More arresting are the characteristics of the non-quantitative differences.

- For the most part, few differences were found in behavioral reports. Marked differences were found, however, in respondent perceptions of the value of different approaches to situations and different types of information. The differences that emerged centered primarily on internal perceptions and assessments. These are exactly the kinds of differences which the situationality approach presented by this report is intended to tap; thus, overall the data seem to suggest that the situationality approach worked across the three samples. Furthermore, an examination of the data showed that while there were some large between-sample differences, these were usually no larger than within-sample differences. In short, the diversity of perceptions within a given sample was as great as the diversity between samples. This finding suggests that the three populations would not require the development of different strategic approaches for dealing with information needs. Rather, the data suggest that a set of alternative strategies is needed for dealing with the individual/situational differences any given client brings to the information practitioner.

Table 16-1

Comparison of the total number of different situations named in brief articulations across the three sub-samples.

NUMBER OF DIFFERENT SITUATIONS NAMED IN BRIEF ARTICULATIONS[d]	PERCENTAGE OF ALL RESPONDENTS		
	General Population Sample[e]	Deviations from General[c]	
		Asian Sample	Black Sample
None	11.3	+23.8	+14.5
One	10.7	+ 9.8	+ 7.2
Two	16.7	- 4.1	- 0.1
Three	10.0	+ 1.3	+ 2.6
Four	12.3	- 7.0	- 4.4
Five	10.0	- 8.0	- 4.0
Six	7.3	- 4.0	- 2.7
Seven	9.0	- 7.0	- 3.7
Eight or more	12.6	- 4.7	-10.0
MEAN # SITUATIONS	4.0	- 1.8	- 1.5
TOTAL RESPONDENTS	100.0[b] (n=300)[a]	---- (n=151)	---- (n=151)

[a] The unit of analysis for this table is the respondent. Each respondent could have named up to 17 different situations in brief articulation. No respondent named more than 14. There were 300 respondents in the General Population Sample, 151 in the Asian Sample, and 151 in the Black Sample. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the +23.8 on "None" for the Asian Sample indicates that the absolute percentage of Asian respondents who named no situation was 35.1 or 23.8 percentage points more than the absolute percentage of General Population respondents (11.3) who named no situations.

[d] A total of 1211 different situations were elicited from the General Population Sample; 311 from the Asian Sample; and 375 from the Black Sample. Of these, a maximum of five situations per respondent were coded for purposes of the "brief articulation analysis." In all, 963 or 79.5% of the 1211 General Population situations were analyzed further; 274 or 88.1% of Asian Situations; and 336 or 89.6% of Black Situations. See the Codebook appendix for more details on how situations were selected for analysis.

[e] This data is repeated from Table 6-1.

Table 16-2

Comparison of the total number of brief articulation depths potentially codeable across the three sub-samples.

NUMBER OF BRIEF ARTICULATION DEPTHS POTENTIALLY CODEABLE[d]	PERCENTAGE OF BRIEF ARTICULATIONS		
	General Population Sample[e]	Deviations from General[c]	
		Asian Sample	Black Sample
One	55.6	+ 8.6	+ 9.0
Two	34.2	- 5.0	- 3.6
Three or more	7.8	- 3.5	- 5.3
MEAN # DEPTHS	1.5	- 0.1	- 0.1
TOTAL BRIEF ARTICULATIONS	100.0[b] (n=958)[a]	---- (n=274)	---- (n=333)

[a] The unit of analysis for this table is the brief articulation. Each respondent was analyzed on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations; the Asian Sample yielded 274; the Black Sample yielded 336. Missing data counts for this table were 5, 0, and 3 respectively.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the +8.6 on "One" for the Asian Sample indicates that the absolute percentage of Asian brief articulations with one depth potentially codeable was 64.2 or 8.6 percentage points more than the absolute percentage of General Population brief articulations (55.6).

[d] For purposes of further analysis, each situation in brief articulation was coded to a maximum of two brief articulation depths. These coding procedures yielded 1390 brief articulation depths in the General Population Sample; 373 in the Asian Sample; and 464 in the Black Sample.

[e] This data is repeated from Table 6-2.

Table 16-3

Comparison of the topic focus major categories across the three sub-samples.

	PERCENTAGE OF BRIEF ARTICULATION DEPTHS		
	General Population Sample[d]	Deviations from General[c]	
MAJOR TOPIC FOCUS CATEGORIES		Asian Sample	Black Sample
Neighborhood	5.5	+0.4	-1.0
Consumer	8.2	+1.7	-1.9
Housing	4.2	-1.5	-0.5
Employment	11.6	-4.4	-0.4
Education & schooling	8.0	+1.1	-2.8
Health	10.7	-3.5	+2.5
Housekeeping & household maintenance	5.1	-2.4	+1.2
Transportation	4.0	+2.7	+3.1
Recreation & culture	2.2	+0.8	-0.5
Financial matters & assistance	7.8	-3.2	+2.1
Public assistance & social security	1.6	-1.6	+1.0
Discrimination & race relations	1.4	+2.1	+0.8
Child care, family & personal	17.3	-2.8	-0.1
Legal	1.8	+1.2	-0.5
Family planning & birth control	0.1	-0.1	+0.1
Crime & safety	7.6	+3.9	-2.6
Immigration, migration & mobility	0.2	+3.8	+0.2
Veterans & military	0.1	+0.2	+0.1
Miscellaneous & public affairs	2.7	+0.5	-0.7
TOTAL BRIEF ARTICULATION DEPTHS	100.0[b] (n=1390)[a]	100.0 (n=373)	100.0 (n=464)

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations. Each articulation was coded to a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths; the Asian Sample yielded 373; the Black Sample yielded 464. There were no missing data for this analysis.

[b] The table reads vertically and sums to roughly 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The Asian and Black Samples data is presented as deviations from the General Population. For example, the +0.4 on "Neighborhood" for the Asian Sample indicates that the absolute percentage of Asian brief articulation depths that fit the "Neighborhood" major topic focus category was 5.9 or 0.4 percentage points more than the absolute percentage of General Population brief articulation depths (5.5).

[d] This data is a repeat of that from Table 6-3.

Table 16-4

Comparison of the topic focus sub-categories across the three sub-samples.

TOPIC FOCUS SUB-CATEGORIES[d]	PERCENTAGE OF ALL BRIEF ARTICULATION DEPTHS		
	General Population Sample[e]	Deviation from General[c]	
		Asian Sample	Black Sample
NEIGHBORHOOD			
Neighbors	1.1	- 0.6	+ 0.8
Neighborhood kids	0.8	- 0.3	- 0.1
Dogs in neighborhood	0.7	+ 1.2	0.0
Rats in neighborhood	0.0	0.0	0.0
City services	0.3	- 0.3	- 0.3
Traffic and parking	0.9	- 0.6	- 0.7
Vacant lots, abandoned cars...	0.2	+ 0.1	- 0.2
Noisy airplanes	0.0	0.0	0.0
Neighborhood contact	0.5	0.0	- 0.3
Other neighborhood	1.0	+ 0.9	- 0.1
CONSUMER			
Product quality	0.7	- 0.7	- 0.3
Product availability	0.5	- 0.2	- 0.3
Product information	0.2	+ 0.1	- 0.2
Billing	0.1	- 0.1	- 0.1
Service availability	0.4	- 0.4	+ 0.3
Service quality	0.2	- 0.2	0.0
Service information	0.1	- 0.1	- 0.1
Prices high	5.5	+ 3.1	- 1.6
Consumer protection	0.1	+ 0.2	+ 0.3
Other consumer	0.4	+ 0.1	0.0
HOUSING			
Loans and mortgages	0.3	0.0	- 0.1
Getting another/better place	0.7	- 0.2	- 0.5
Landlords	1.0	- 0.2	+ 0.5
Public housing	0.0	0.0	+ 0.4
Barriers to getting housing	0.5	- 0.5	- 0.3
Housing insurance	0.1	- 0.1	- 0.1
Selling house, sub-leasing	0.4	- 0.4	- 0.4
Getting emergency housing	0.0	0.0	0.0
Other housing	1.2	- 0.1	- 0.1
EMPLOYMENT			
Barriers to getting/keeping job	1.7	- 0.6	- 0.4
Changing jobs	1.2	- 0.7	- 0.1
Unemployment	2.6	- 0.5	+ 2.6
Summer jobs	0.1	+ 0.2	+ 0.3
Present job complaints	2.7	- 1.1	- 2.0
Job training programs	0.4	+ 0.1	0.0
Specific job-related problems	1.3	- 0.8	- 1.1
Unions	0.1	- 0.1	+ 0.1
Other employment	1.6	- 1.1	+ 0.1

(continued)

Table 16-4 (Continued)

TOPIC FOCUS SUB-CATEGORIES[d]	PERCENTAGE OF ALL BRIEF ARTICULATION DEPTHS		
	General Population Sample[e]	Deviation from General[c]	
		Asian Sample	Black Sample
EDUCATION AND SCHOOLING			
Adult education	0.7	- 0.7	- 0.5
Financial aid for education	0.7	+ 0.1	- 0.7
High cost of education	0.5	0.0	+ 0.2
Educational information	0.5	0.0	- 0.1
Education system	3.3	+ 1.8	- 1.1
Parent/student/teacher conflicts	0.1	- 0.1	+ 0.1
Busing	0.0	+ 0.3	0.0
Part-time jobs	0.1	- 0.1	- 0.1
Education certification	0.0	0.0	+ 0.2
Other education and schooling	2.0	- 0.1	- 0.7
HEALTH			
Mental health	0.8	- 0.8	- 0.6
Physical health	6.8	- 1.4	+ 3.5
Health insurance	0.7	- 0.4	- 0.3
Cost of health care	0.8	0.0	- 0.8
Availability/adequacy health care	0.7	- 0.7	- 0.5
Health information	0.1	- 0.1	+ 0.3
Getting medical care	0.1	+ 0.4	+ 0.8
Other health	0.7	- 0.4	0.0
HOUSEKEEPING AND HOUSEHOLD MAINTENANCE			
Regulations	0.1	- 0.1	+ 1.4
Utilities service	0.7	+ 0.1	+ 2.5
Property/house repairs, operation...	2.6	- 1.3	- 1.4
Housekeeping/do-it-yourself...	0.5	- 0.5	+ 0.4
Car repair, operation...	0.7	- 0.4	- 0.3
Other housekeeping/household...	0.5	- 0.2	- 0.5
TRANSPORTATION			
Inadequate bus service	1.0	+ 1.1	+ 0.3
Crime on public transportation	0.1	- 0.1	- 0.1
Getting from one place to another	1.4	- 0.6	+ 0.3
Auto insurance	0.1	+ 0.7	+ 0.3
Financing a car	0.1	+ 0.2	+ 0.6
High cost of public transportation	0.1	+ 0.2	- 0.1
Road maintenance or markings	0.0	+ 0.3	0.0
Inadequate emergency services	0.0	0.0	0.0
Information on public transportation	0.0	0.0	0.0
Other transportation	1.3	+ 0.8	+ 1.7

(continued)

Table 16-4 (Continued)

TOPIC FOCUS SUB-CATEGORIES[d]	PERCENTAGE OF ALL BRIEF ARTICULATION DEPTHS		
	General Population Sample[e]	Deviation from General[c]	
		Asian Sample	Black Sample
RECREATION AND CULTURE			
Too few child recreation opportunities	0.1	+ 0.2	- 0.1
Too few adult recreation opportunities	0.2	+ 0.1	0.0
Poor quality of recreation areas...	0.1	- 0.1	- 0.1
High cost of recreation/entertainment	0.0	+ 0.3	+ 0.7
Information on recreation	0.0	0.0	+ 0.2
Lack of supervision at playgrounds	0.0	+ 0.3	0.0
Other recreation and culture	1.7	+ 0.2	- 1.0
FINANCIAL MATTERS AND ASSISTANCE			
Too high taxes	0.9	- 0.4	- 0.7
Getting loans or credit	0.1	+ 0.2	- 0.1
Filling in personal income taxes	0.1	- 0.1	- 0.1
Retirement	0.1	- 0.1	- 0.1
Stock market, investment, securities	0.1	+ 0.2	- 0.1
Not enough money to make ends meet	4.3	- 1.9	+ 2.0
Acquiring or selling properties	0.3	- 0.3	- 0.3
Handling money	0.1	+ 0.2	+ 0.8
Life insurance	0.1	- 0.1	- 0.1
Other financial matters/assistance	1.6	- 0.8	+ 0.6
PUBLIC ASSISTANCE AND SOCIAL SECURITY			
Unemployment compensation, insurance	0.3	- 0.3	- 0.1
Social security	0.4	- 0.4	+ 0.3
Food stamps	0.2	- 0.2	0.0
Medical assistance, medicare...	0.1	- 0.1	+ 0.1
Welfare	0.4	- 0.4	+ 0.5
Public disability insurance	0.1	- 0.1	+ 0.1
Emergency financial help for housing	0.0	0.0	0.0
Emergency financial help for food	0.0	0.0	0.0
Emergency financial help (other)	0.0	0.0	0.0
Other public assistance/social security	0.1	- 0.1	+ 0.1
DISCRIMINATION AND RACE RELATIONS			
Racial tensions	0.2	+ 0.1	+ 0.2
Discrimination based on sex	0.1	- 0.1	- 0.1
Discrimination based on race	0.2	+ 2.2	+ 1.1
Minorities moving into neighborhood...	0.1	- 0.1	- 0.1
Too much being given minorities...	0.1	- 0.1	- 0.1
Minorities being charged more...	0.0	0.0	0.0
Other discrimination/race relations	0.6	+ 0.2	- 0.2

(continued)

Table 16-4 (Continued)

TOPIC FOCUS SUB-CATEGORIES[d]	PERCENTAGE OF ALL BRIEF ARTICULATION DEPTHS		
	General Population Sample[e]	Deviation from General[c]	
		Asian Sample	Black Sample
CHILD CARE, FAMILY RELATIONSHIPS, AND PERSONAL			
Day care programs, babysitting	0.1	+ 0.4	+ 0.3
High cost of day care	0.1	- 0.1	+ 0.1
Child care, well-being, behavior	3.5	+ 0.5	+ 0.2
Care, well-being, behavior (other fam)	5.1	+ 0.3	+ 1.2
Care, well-being, behavior (self)	4.4	- 1.2	- 0.3
Information for child homework	0.0	+ 0.3	0.0
Need someone to talk to	0.1	- 0.1	- 0.1
Separations, divorces	0.1	- 0.1	+ 0.3
Desertion	0.0	0.0	0.0
Other child care, family, personal	4.0	- 2.9	- 1.2
LEGAL			
Divorce, separation, desertion laws	0.4	- 0.4	- 0.4
Legal contracts	0.3	+ 1.3	- 0.3
Legal documents	0.1	+ 0.2	- 0.1
Information on specific laws	0.0	+ 0.3	0.0
Getting a lawyer	0.1	+ 0.2	+ 0.1
Getting cheap or free legal advice	0.1	- 0.1	- 0.1
Criminal records	0.1	- 0.1	- 0.1
Legal service	0.1	+ 0.4	- 0.1
Other legal	0.8	+ 0.3	+ 0.3
FAMILY PLANNING AND BIRTH CONTROL			
Family planning/birth control	0.0	0.0	0.0
Adoption	1.1	- 1.1	- 0.1
Other family planning/birth control	0.0	0.0	+ 0.2
CRIME AND SAFETY			
Lax law enforcement	0.6	+ 0.2	- 0.6
Street lights	0.1	- 0.1	+ 0.1
Crime against non-family	3.1	+ 2.3	- 1.6
Crime against self, family	2.5	+ 2.1	- 0.1
Drugs	0.1	- 0.1	+ 0.1
Other crime and safety	1.3	- 0.3	- 0.6
IMMIGRATION, MIGRATION, AND MOBILITY			
Translation into English	0.0	+ 1.3	0.0
Translation from English	0.0	0.0	0.0
Translation (direction unspecified)	0.0	0.0	0.0
Need to learn English	0.0	+ 1.1	0.0
Immigration	0.1	+ 0.2	+ 0.1
Getting U.S. citizenship	0.0	0.0	0.0
Being new to area	0.0	0.0	0.0
Human contact	0.1	+ 0.2	+ 0.1
Interpretation of documents, rules...	0.0	0.0	0.0
Other immigration, migration, mob'ty	0.0	+ 1.1	0.0

(continued)

Table 16-4 (Continued)

TOPIC FOCUS SUB-CATEGORIES[d]	PERCENTAGE OF ALL BRIEF ARTICULATION DEPTHS General Population Sample[e]	Deviation from General[c] Asian Sample	Black Sample
VETERANS AND MILITARY			
Veteran, GI benefits and rights	0.1	+ 0.2	+ 0.1
Joining military service	0.0	0.0	0.0
Military discharges	0.0	0.0	0.0
Other veterans and military	0.1	- 0.1	- 0.1
MISCELLANEOUS AND PUBLIC AFFAIRS			
News, current events, sports, weather	0.4	- 0.4	- 0.4
Locating names and addresses	0.1	- 0.1	- 0.1
Political issues and politicians	0.0	0.0	0.0
General gov't administration/policies	0.9	+ 1.2	+ 0.4
General factual information	0.0	0.0	0.0
General citizenship information	0.0	0.0	0.0
Foreign or international travel	0.0	0.0	0.0
Religious issues and theology	0.4	- 0.1	- 0.2
Mass media	0.0	0.0	0.0
Other miscellaneous	0.9	- 0.1	- 0.5
TOTAL BRIEF ARTICULATION DEPTHS	100[b] (n=1390)[a]	---- (n=373)	---- (n=464)

[a] The unit of analysis for this table is the brief articulation depth. Each respondent was coded on a maximum of 5 brief articulations. Each articulation was coded to a maximum of 2 depths. The General Population Sample yielded 1390 brief articulation depths; the Asian Sample yielded 373; the Black Sample yielded 464. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the +0.8 on "Neighbors" for the Black Sample indicates that the absolute percentage of Black brief articulation depths that can be coded in the "Neighbors" topic focus sub-category was 1.9 or 0.8 percentage points more than the absolute percentage of General Population brief articulation depths (1.1) that fit the "Neighbors" sub-category.

[d] See the Codebook in the Appendices for complete description of the sub-categories.

[e] This data is a repeat of the data from Table 6-4.

Table 16-5

Comparison of all possible types in the complaint, information need, resource/service need articulation typology across the three sub-samples.

THE TYPES	PERCENTAGE OF ALL BRIEF ARTICULATIONS		
	General Population Sample[e]	Deviations from General[d]	
		Asian Sample	Black Sample
None	15.8	- 2.3	- 5.7
Complaint	46.6	+ 12.9	- 1.1
Information need	2.8	+ 0.1	- 0.7
Resource/service need	6.5	- 1.4	- 0.9
Complaint-information	1.3	+ 0.2	+ 0.5
Complaint-resource/service	24.6	- 8.2	+ 9.0
Information-resource-service	1.4	- 1.0	- 0.5
All three	1.0	- 0.3	- 0.7
TOTAL BRIEF ARTICULATIONS	100.0[b] (n=963)[a]	---- (n=274)	---- (n=336)
CODED AS INDEPENDENT STATES[c]			
Complaint	73.5	+ 4.6	+ 7.7
Information need	6.5	- 1.0	- 1.7
Resource/service need	33.5	- 10.9	+ 6.9

[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations. The Asian Sample yielded 274. The Black Sample yielded 336. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] Each of the three states was coded independently as a dichotomous variable. This section of the table displays the percentage of all brief articulations that were articulated as complaints, for example regardless of whether they were also articulated as information needs. Because these codings were independent of each other, the percentages should not be summed.

[d] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 2.3 on "None" for the Asian Sample indicates that the absolute percentage of Asian brief articulations that fit none of the types was 13.5 or 2.3 percentage points less than the absolute percentage of General Population brief articulations (15.8) that fit none of the types.

[e] This data repeats that from Table 7-1.

Table 16-6

Comparison of all possible types in the decision, problem, worry, comprehending articulation typology across the three sub-samples.

THE TYPES	PERCENTAGE OF ALL BRIEF ARTICULATIONS		
	General Population Sample[e]	Deviations from General[d]	
		Asian Sample	Black Sample
None	46.9	- 10.0	+ 1.3
Decision	3.4	- 1.2	- 2.8
Problem	26.6	- 0.7	+ 3.5
Worry	10.9	+ 8.4	- 1.4
Comprehending	1.9	- 0.1	+ 0.5
Decision-Problem	1.5	- 0.7	- 1.5
Decision-Worry	0.6	- 0.3	0.0
Decision-Comprehending	0.6	- 0.6	- 0.6
Problem-Worry	5.7	+ 1.9	0.0
Problem-Comprehending	0.8	+ 0.6	+ 1.3
Worry-Comprehending	0.3	+ 1.9	+ 0.3
Decision-Problem-Worry	0.3	+ 0.6	0.0
Decision-Problem-Comprehending	0.3	+ 1.5	- 0.3
Decision-Worry-Comprehending	0.0	0.0	0.0
Problem-Worry-Comprehending	0.1	+ 1.7	- 0.1
All Four	0.0	0.0	0.0
TOTAL BRIEF ARTICULATIONS	100.0[b] (n=962)[a]	---- (n=274)	---- (n=336)
CODED AS INDEPENDENT STATES[c]			
Decision	6.8	- 3.5	- 5.3
Problem	35.3	+ 2.3	+ 2.6
Worry	18.0	+ 13.0	- 1.4
Comprehending	4.1	+ 2.8	+ 0.9

(continued)

Table 16-6 (Continued)

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[a] The unit of analysis for this table is the brief articulation. Each respondent was coded on a maximum of 5 brief articulations. The General Population Sample yielded 963 brief articulations across 300 respondents; the Asian Sample yielded 274 across 151 respondents; and the Black Sample yielded 336 across 151 respondents. There were no missing data for the Asian or Black Samples.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] Each of the 4 states was coded independently as a dichotomous variable. This section of the table displays the percentage of all brief articulations that were articulated as a given situation type regardless of whether they were also articulated as another type or not. Because these codings were independent of each other, the percentages should not be summed.

[d] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 10.0 on "None" for the Asian Sample indicates that the absolute percentage of Asian brief articulations that fit none of the types was 36.9 or 10.0 percentage points less than the absolute percentage of General Population brief articulations (46.9) that fit none of the types.

[e] This data repeats that from Table 7-2.

Table 16-7

Comparison of decision, problem, worry, and comprehending index items across the three sub-samples.

DPWC INDEX ITEMS Did the respondent say this was a situation in which he/she...	PERCENTAGE[b] OF "YES" RESPONSES		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
DECISION INDEX ITEMS[e]			
Needed a basis for choosing	43.4	- 5.4	- 8.9
Perceived more than one way to go	56.2	-17.2	- 12.2
Compared more than one alternative	57.0	-24.0	- 14.0
Had to choose between solutions	51.7	- 6.7	- 8.6
Found it difficult to make up mind	39.3	-14.3	- 6.5
PROBLEM INDEX ITEMS[e]			
Couldn't make progress	58.5	-11.5	+ 8.7
Knew what wanted to do but things kept going wrong	50.9	-14.9	+ 7.7
Knew what wanted to do but something stood in way	64.9	-21.9	+ 2.1
Had solution but couldn't make it work	40.8	-15.8	+ 1.4
WORRY INDEX ITEMS[e]			
Had to be satisfied with way things turned out	56.6	+ 0.4	- 16.6
Felt he/she couldn't control things	67.5	- 5.6	- 2.1
Felt anxious or helpless	59.6	+ 1.4	+ 5.1
Felt there didn't seem to be anything that could be done	51.3	- 3.3	+ 6.5
Felt couldn't predict what was going on	61.1	-11.1	- 5.1
COMPREHENDING INDEX ITEMS[e]			
Wanted to know what was going on	55.5	+ 4.5	- 0.3
Needed to get the facts	63.0	+ 2.0	- 3.5
Wanted more details on situation	59.2	+ 5.7	- 9.3
Wanted a better way of thinking about situation	47.2	+ 4.8	- 4.1
Wanted to understand something	48.7	- 3.7	+ 3.9
TOTAL FOCAL SITUATIONS	(n=265)[a]	(n=100)	(n=116)

(continued)

Table 16-7 (Continued)

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[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations; of 151 Asian Sample respondents, 102 had focal situations; of 151 Black Sample respondents, 118 had focal situations. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, but the percentages will not sum to 100.0 because each item (a total of 19 items) was asked about each situation. Therefore, a given focal situation could have been described by up to all 19 of the items.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 5.4 on "Needed a basis for choosing" indicates that the absolute percentage of Asian focal situations in this category is 38.0 or 5.4 percentage points less than the absolute percentage of General Population focal situations (43.4) in this category.

[d] These data are a repetition of that from Table 8-1.

[e] The index items above were developed a priori to tap the four states: decision, problem, worry, comprehending. The items are grouped here by the state they were designed to tap. A clerical error in the production of the questionnaire resulted in the "problem" state having only four items while the others had five.

Table 16-8

Comparison of all possible types in the decision, problem, worry, comprehending index states across the three sub-samples.

INDEX STATES CODED AS INDEPENDENT STATES[e]	PERCENTAGE OF ALL FOCAL SITUATIONS Distribution of index scores[f]								
	0			1			2		
	General Population Sample[d]	Deviation from General[c]		General Population Sample[d]	Deviation from General[c]		General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample		Asian Sample	Black Sample		Asian Sample	Black Sample
Decision	36.6	+13.4	+8.2	18.1	+3.9	-6.0	45.3	-17.3	-14.3
Problem	26.8	+17.2	+3.5	30.6	+2.4	-3.0	42.6	-19.6	+ 6.5
Worry	26.4	- 7.6	-4.0	28.3	-6.3	+3.6	45.3	- 1.3	+ 0.4
Comprehending	27.9	- 2.9	+6.6	21.9	-1.9	-0.3	50.2	+ 4.8	- 6.2

INDEX STATE COMBINATIONS	PERCENTAGE OF ALL FOCAL SITUATIONS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
None of these	1.9	+ 2.1	+ 3.3
Decision only	0.8	+ 0.2	+ 2.7
Problem only	0.8	+ 1.2	+ 0.9
Worry only	1.9	+ 8.1	+ 1.6
Comprehending only	2.3	+ 8.7	0.0
Decision-problem	4.2	0.0	+ 0.1
Decision-worry	2.3	0.0	- 0.6
Decision-comprehending	7.2	- 2.2	- 5.5
Problem-worry	9.1	- 5.1	- 3.9
Problem-comprehending	0.8	+ 0.2	+ 0.6
Worry-comprehending	5.3	- 0.3	- 0.1
Decision-problem-worry	7.2	- 3.2	+ 3.1
Decision-problem-comprehending	8.7	+ 1.3	- 3.5
Decision-worry-comprehending	5.3	+ 2.7	- 1.9
Problem-worry-comprehending	14.7	- 1.7	+ 9.4
All four	27.9	- 5.9	- 2.9
TOTAL FOCAL SITUATIONS	100.0[b] (n=265)[a]	---- (n=100)	---- (n=116)

(continued)

Table 16-8 (Continued)

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations; the Asian Sample yielded 102; the Black Sample yielded 118. Discrepancies between these ns and those in the table are due to missing data.

[b] The upper portion of the table reads horizontally, while the lower portion reads vertically. Percentages in each case sum to roughly 100% but may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented here as deviations from the General Population Sample data. For example, in the Asian Sample column in the lower portion of the table the + 2.1 in the "none of these" row indicates that the absolute percentage of Asian focal situations classified as in none of the DPWC index states was 4.0 or 2.1 percentage points higher than the General Population figure.

[d] These data are a repetition of the data from Table 8-5.

[e] The DPWC index states were created using procedures outlined in Chapter VIII. See, in particular, Table 8-5, footnote c.

[f] See Chapter VII and, in particular, Table 8-5, for an explanation of how these scores were obtained. Those focal situations with scores of 2 were designated as the index states. Thus, for example, 36.6% of the General Population Sample's focal situations were designated as "decision" states.

Table 16-9

Comparison of the degree of social embeddedness across the three sub-samples.

DEGREE OF SOCIAL EMBEDDEDNESS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
No other human entities involved	21.0	+ 6.4	+10.4
One other human entity involved	38.1	+12.4	+11.1
Two other human entities involved	19.4	- 6.8	-10.9
Three or more human entities involved	21.4	-11.9	-10.4
MEAN # ENTITIES	1.6	- 0.5	- 0.5
TOTAL FOCAL SITUATIONS	100.0[b] (n=252)[a]	---- (n=95)	---- (n=118)

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations; of 151 Asian Sample respondents, 102 had focal situations; of 151 Black Sample respondents, 118 had focal situations. Discrepancies between these focal situation ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 6.4 on "No other human entities" indicates that the absolute percentage of Asian focal situations in this category is 27.4 or 6.4 percentage points more than the absolute percentage of General Population focal situations (21.0) in this category.

[d] This data repeats that from Table 9-1.

Table 16-10

Comparison of types of situation embeddedness across the three sub-samples.

TYPES OF SITUATION CONNECTIONS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Was the focal situation one which was...			
Tied in with other situations?			
No (independent)	44.9	+ 9.0	+ 14.1
Yes (tied in with others)	55.1	- 9.0	- 14.1
	100.0[b]	----	----
	(n=265)[a]	(n=102)	(n=118)
One which grew out of other situations?			
No (cropped up)	43.1	+ 18.7	+ 28.7
Yes (grew out of others)	56.9	- 18.7	- 28.7
	100.0[b]	----	----
	(n=262)[a]	(n=102)	(n=117)
One which caused or led to other situations?			
No (no future impacts)	31.5	+ 7.9	+ 25.3
Yes (future impacts)	68.5	- 7.9	- 25.3
	100.0[b]	----	----
	(n=260)[a]	(n=94)	(n=118)

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations; of 151 Asian Sample respondents, 102 had focal situations; of 151 Black Sample respondents, 118 had focal situations. Discrepancies between these ns and those above are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data is presented as deviations from the General Population. For example, the + 9.0 on "no (independent)" indicates that the absolute percentage of Asian focal situations in this category is 53.9 or 9.0 percentage points more than the absolute percentage of General Population focal situations (44.9) in this category.

[d] This data is a repetition of that from Table 9-4.

Table 16-11

Comparison of types of perceptual embeddedness across the three sub-samples.

TYPES OF PERCEPTUAL EMBEDDEDNESS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Was the focal situation easy or hard to get at the heart of?			
Easy	39.0	- 2.6	+ 1.4
Hard (or both)[e]	61.0	+ 2.6	- 1.4
	100.0[b]	----	----
	(n=264)[a]	(n=99)	(n=114)
In order to understand the focal situation, did you have to step back, get up close, or do both?			
Stand back	22.6	- 8.3	+ 5.6
Get up close	33.1	- 8.8	- 12.7
Both	39.8	+ 20.2	+ 9.7
Neither	4.6	- 3.2	- 2.7
	100.0[b]	----	----
	(n=239)[a]	(n=70)	(n=103)

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations; of 151 Asian Sample respondents, 102 had focal situations; of 151 Black Sample respondents, 118 had focal situations. Discrepancies between these ns and those above are due to missing data.

[b] The sub-tables read vertically summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 2.6 on "Easy" indicates that the absolute percentage of Asian focal situations in this category is 36.4 or 2.6 percentage points less than the absolute percentage of General Population focal situations (39.0) in this category.

[d] These data are a repetition of that from Table 9-7.

[e] Only 1.9% of all focal situations were identified as "both" so the category was collapsed.

Table 16-12

Comparison of the number of time line steps in focal situations across the three sub-samples.

NUMBER OF TIME LINE STEPS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
0	2.6	+ 6.2	+ 1.6
1	3.0	+ 5.8	+ 7.1
2	5.2	+ 7.6	+ 9.2
3	7.1	+ 6.6	+ 3.1
4	7.5	- 1.6	+ 4.4
5	9.0	- 4.1	- 0.5
6	9.4	- 2.5	- 0.9
7	8.6	- 5.7	+ 0.7
8	5.6	+ 0.3	- 2.2
9	7.9	- 4.0	- 1.2
10	6.4	- 2.5	- 3.0
11	6.0	- 5.0	- 6.0
12	5.2	- 4.2	- 3.5
13	4.5	- 1.6	- 2.8
14	1.9	- 1.9	+ 0.6
15	2.2	+ 0.7	- 2.2
16	1.9	- 0.9	- 1.9
17	1.1	+ 0.8	+ 0.6
18	4.9	+ 5.9	- 3.2
MEAN # TIME LINE STEPS	7.0	- 2.6	- 2.8
TOTAL FOCAL SITUATIONS	100.0[b] (n=267)[a]	---- (n=102)	---- (n=118)

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations across 300 respondents; the Asian Sample yielded 102 across 151; and the Black Sample yielded 118 across 151. The "0" time line steps figure represents the respondents who had focal situations but did not have a time line analysis: 7 respondents for the General Population Sample, 9 for the Asian, and 5 for the Black.

(continued)

Table 16-12 (Continued)

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[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented here as deviations from the General Population Sample data. For example, in the Asian Sample column the + 6.2 in the "1" step row indicates that the absolute percentage of Asian focal situations having 1 time line step was 8.8 or 6.2 percentage points higher than the General Population figure.

[d] These data are a repetition of that from Table 10-1.

Table 16-13

Comparison of the orientational states on the time line steps across the three sub-samples.

ORIENTATIONAL STATE	PERCENTAGE OF TIME LINE STEPS		
	General	Deviation from General[c]	
	Population Sample[d]	Asian Sample	Black Sample
SELF			
External state	44.1	- 5.6	+ 1.9
Internal state	10.5	- 1.6	- 1.5
OTHER OBSERVING ENTITY			
External state	28.4	+ 4.3	- 0.2
Internal state	2.9	- 0.1	+ 0.2
NON-OBSERVING ENTITY			
Touchable objects	7.2	- 1.1	+ 0.5
States or conditions	7.0	+ 4.0	- 1.0
TOTAL TIME LINE STEPS	100.0[b] (n=2063)[a]	---- (n=369)	---- (n=613)

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall; the Asian Sample yielded 668; the Black Sample yielded 631. Discrepancies between these ns and the ones reported above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented here as deviations from the General Population data. For example, in the Asian Sample column the - 5.6 in the "SELF-external" indicates that the absolute percentage of Asian time line steps in this category was 38.5 or 5.6 percentage points less than the absolute percentage of General Population time line steps (44.1) in this category.

[d] These data are a repetition of that from Table 10-2.

Table 16-14

Comparison of the direction of movement on time line steps across the three sub-samples.

DIRECTION OF MOVEMENT	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Respondent as actor	40.3	- 6.2	- 2.4
Respondent as recipient	29.9	+ 3.3	+ 2.3
Respondent as observer	29.8	+ 2.8	+ 0.1
TOTAL TIME LINE STEPS	100.0[b] (n=2087)[a]	---- (n=650)	---- (n=628)

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps overall; the Asian Sample yielded 668 line steps overall; the Black Sample yielded 631. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented here as deviations from the General Population Sample data. For example, in the Asian Sample column the - 6.2 in the "Respondent as actor" row indicates that the absolute percentage of Asian time line steps having "Respondent as actor" was 46.5 or 6.2 percentage points less than the General Population figure.

[d] These data are a repetition of that from Table 10-3.

Table 16-15

Comparison of major tactics on time line steps across the three sub-samples.

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample[d]	Deviation from the General[c]	
		Asian Sample	Black Sample
R AS ACTOR			
Pointing/directing	21.0	- 2.5	- 3.3
Connecting	7.6	+ 0.1	+ 1.5
Stopping	7.8	- 4.0	- 0.3
Continuing/agreeing	3.4	+ 0.3	- 1.0
Repeating	0.5	0.0	+ 0.8
R AS RECIPIENT			
Being pointed/directed	8.5	+ 1.2	+ 0.4
Receiving connection	2.5	+ 0.3	- 0.8
Getting stopped	17.0	+ 1.9	+ 2.1
Being agreed with	0.4	- 0.3	- 0.1
Being made to repeat	1.4	+ 0.3	+ 0.8
R AS PROVIDER	4.1	- 1.5	+ 2.0
R AS RESOURCE	0.7	+ 0.1	+ 1.4
R AS OBSERVER	25.0	+ 4.2	- 3.2
TOTAL TIME LINE STEPS	100.0[b] (n=2087)[a]	---- (n=650)	---- (n=628)

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps; the Asian Sample yielded 668; the Black Sample yielded 631. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented here as deviations from the General Population Sample data. For example, in the Asian Sample column the -2.5 in the "R AS ACTOR Pointing/directing" row indicates that the absolute percentage of Asian time line steps was 18.5 or 2.5 percentage points less than the General Population figure (21.0) in this category.

[d] These data are a repetition of that from Table 10-4.

Table 16-16

Comparison of tactic sub-categories on time line steps across the three sub-samples.

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
R AS ACTOR: Pointing/directing			
R generally doing something	2.2	+ 3.0	+ 0.4
R directing own behavior	7.9	- 2.5	- 2.8
R making a comparison	1.0	- 1.0	- 0.5
R making a decision	1.5	+ 0.2	- 0.4
R needing direction/point	0.3	- 0.2	- 0.3
R needing information (unspecified)	0.2	- 0.1	- 0.0
R needing information (specified)	1.4	- 0.6	- 0.6
R needing service/resource	1.9	+ 0.1	+ 1.9
R finding direction/point	0.1	+ 0.1	- 0.1
R finding information (unspecified)	0.0	0.0	0.0
R finding information (specified)	1.6	- 0.2	- 1.3
R finding service/resource	2.1	- 0.6	+ 1.1
Other pointing/directing	0.8	- 0.8	- 0.6

(continued)

Table 16-16 (Continued)

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample^d	Deviation from General^c	
		Asian Sample	Black Sample
R AS ACTOR: Connecting to sources			
R contacting informal source	2.2	- 1.3	- 1.1
R contacting formal source	4.5	+ 1.4	+ 2.5
R contacting library	0.0	0.0	0.0
R contacting media source	0.2	- 0.1	+ 0.4
R needing/planning contact (unspecified)	0.0	0.0	0.0
R needing/planning contact (informal)	0.0	+ 0.2	+ 0.2
R needing/planning human contact	0.2	+ 0.1	- 0.2
R needing/planning contact (formal)	0.2	- 0.1	- 0.0
R needing/planning contact (library)	0.0	0.0	0.0
R needing/planning contact (media)	0.0	0.0	0.0
Other connecting	0.2	- 0.1	- 0.2
R AS ACTOR: Stopping			
R stopping self	1.6	- 1.6	+ 0.3
R disconnecting	1.8	- 0.6	- 0.5
R stopping to evaluate/think	1.6	- 1.1	- 0.8
R procrastinating	0.1	- 0.1	+ 0.1
R disliking/disagreeing human entity	0.7	- 0.2	+ 0.4
R disliking/disagreeing non-human entity	0.9	- 0.1	- 0.6
R needing a stop/disconnection	0.2	+ 0.4	- 0.4
R sees no possible moves	0.2	+ 0.1	+ 0.9
R sees too many moves/options	0.2	- 0.2	- 0.0
R disliking/disagreeing with self	0.3	- 0.3	+ 0.2
Other stopping	0.1	- 0.1	- 0.1

(continued)

Table 16-16 (Continued)

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
R AS ACTOR: Continuing/agreeing			
R continuing	0.8	- 0.3	- 0.5
R agreeing/liking self	0.3	- 0.2	+ 0.0
R needing agreement	0.2	+ 0.1	- 0.0
R agreeing/liking human entity	0.2	+ 0.3	+ 0.3
R agreeing/liking non-human entity	0.2	+ 0.3	- 0.2
R seeing resolution/progress	1.1	+ 0.4	- 0.5
R acquiescing/giving in	0.5	- 0.2	- 0.0
Other continuing/agreeing	0.1	- 0.1	- 0.1
R AS ACTOR: Repeating			
R doing something over again	0.5	0.0	+ 0.8
R needing/planning repeat	0.0	0.0	0.0
Other repeating	0.0	0.0	0.0
R AS RECIPIENT: Being pointed/directed			
R directed by other	1.3	- 0.1	+ 0.9
R's direction being implemented by other	0.3	+ 0.3	0.0
R receiving upsetting personal news	0.4	- 0.3	- 0.2
R receiving information (unspecified)	0.2	+ 0.1	0.0
R receiving information (specified)	3.6	+ 1.0	- 0.9
R receiving service/resource	2.1	- 0.3	+ 0.1
R receiving suggestion for source connection	0.2	+ 0.1	+ 0.1
R's connection to source implemented	0.3	+ 0.3	+ 0.3
Other recipient pointing/directing	0.0	0.0	+ 0.2

(continued)

Table 16-16 (Continued)

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
R AS RECIPIENT: Receiving connection			
R being connected informal sources	1.0	- 0.5	[illegible] 1.0
R being connected formal sources	0.3	+ 0.2	+ 0.7
R being connected with negatively (informal)	0.3	+ 0.0	- 0.1
R being connected with negatively (formal)	0.3	- 0.2	+ 0.2
R being connected (other source)	0.3	+ 0.2	- 0.3
R expecting contact (informal)	0.1	+ 0.2	- 0.1
R expecting contact (formal)	0.2	+ 0.4	- 0.2
R expecting contact (other source)	0.1	- 0.1	+ 0.1
Other recipient connection	0.1	- 0.1	- 0.1
R AS RECIPIENT: Getting stopped			
R stopped by malfunctioning machine/technology	0.7	+ 0.1	- 0.4
R stopped by malfunctioning system/procedures	1.3	+ 1.6	+ 0.1
R stopped by incomplete, bad resource/service delivery	4.2	- 1.7	+ 1.4
R stopped by medical/physical impairment	3.6	- 0.8	+ 1.5
R stopped by fear people/ situations	0.3	+ 0.2	+ 0.0
R stopped by feeling powerlessness	1.3	- 0.8	- 0.8
R stopped by intrusion on self/property	2.3	+ 1.4	- 0.4
R disconnected from anyone/ anything	1.9	+ 1.5	+ 0.5
R being disliked/disagreed with	1.1	- 0.6	+ 0.3
Other being stopped	0.4	+ 1.1	- 0.2

(continued)

Table 16-16 (Continued)

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
R AS RECIPIENT: Being agreed with			
R receiving agreement/liking (informal source)	0.2	- 0.2	- 0.0
R receiving agreement/liking (formal source)	0.1	+ 0.1	- 0.1
R receiving agreement/liking (other)	0.0	0.0	+ 0.2
Other R being agreed with	0.1	- 0.1	- 0.1
R AS RECIPIENT: Being made to repeat			
Situation imposes repetition	0.7	- 0.2	+ 0.7
Someone imposes repetition	0.1	+ 0.1	+ 0.5
Things just blend together	0.1	+ 0.4	- 0.1
Escalating negative repetition	0.5	+ 0.1	- 0.5
Other imposed repetition	0.0	0.0	0.0

(continued)

Table 16-16 (Continued)

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample[a]	Deviation from General[c]	
		Asian Sample	Black Sample
R AS PROVIDER			
R giving direction to other	0.7	+ 0.5	- 0.2
R giving information to other	1.1	- 0.8	+ 0.7
R giving service/resource to other	1.3	- 0.7	+ 0.6
R making connection for other	0.5	- 0.4	+ 0.3
R stopping/prohibiting other	0.4	- 0.1	+ 0.7
Other R as provider	0.1	- 0.1	- 0.1
R AS RESOURCE			
R being asked, questioned generally	0.1	- 0.1	- 0.1
R being asked for direction	0.0	0.0	0.0
R being asked for information	0.1	+ 0.4	+ 0.5
R being asked for resource/service	0.3	+ 0.0	+ 1.0
R being asked for connection to other	0.1	- 0.1	- 0.1
R being asked for stopping	0.1	- 0.1	- 0.1
R being asked for agreement/liking	0.1	- 0.1	+ 0.1
Other R as resource	0.1	- 0.1	- 0.1
R AS OBSERVER			
R observing human entity	11.4	+ 3.1	- 0.7
R observing one or more non-human entities	7.2	+ 0.0	- 0.4
R observing relationship between two or more human entities	6.0	+ 1.4	- 3.3

(continued)

Table 16-16 (Continued)

TACTIC SUB-CATEGORIES	PERCENTAGE OF TIME LINE STEPS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
ALL OTHER STEPS NOT CODEABLE ABOVE	0.4	- 0.3	+ 1.2
TOTAL TIME LINE STEPS	100.0[b] (n=2087)[a]	---- (n=650)	---- (n=628)

[a] The unit of analysis for this table is the time line step. Each respondent with a focal situation was coded on a maximum of 18 time line steps. The General Population Sample yielded 2108 time line steps; the Asian Sample yielded 668; the Black Sample yielded 631. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing roughly to 100%. Percentages may not sum exactly to 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented here as deviations from the General Population Sample. For example, in the Asian Sample column the + 3.0 in the first row indicates that the absolute percentage of Asian time line steps was 5.2 or 3.0 percentage points higher than the General Population figure (2.2) in that row category.

[d] These data are a repetition of that from Table 10-5.

Table 16-17

Comparison of tactic use index items across the three sub-samples.

TACTIC USE INDEX ITEMS	PERCENTAGE OF FOCAL SITUATIONS[b]		
Did respondent ...	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Change view of situation	30.7	- 7.5	- 10.9
Complain to someone	60.3	- 10.8	- 11.2
Find someone who agreed with you	75.3	- 13.7	- 23.6
Read something relating	42.3	- 9.0	- 19.0
Get emotional or angry	60.3	- 12.8	- 6.9
Put situation out of mind	43.8	- 5.4	- 12.8
Talk to someone	80.5	- 9.8	- 16.7
Spend time thinking	76.4	- 17.8	- 20.4
Try out possible solution	39.0	- 11.7	- 22.6
Eliminate an approach	32.2	- 9.0	- 17.5
Compare at least two approaches	44.6	- 17.3	- 23.0
Get outside help	45.7	- 4.3	- 11.2
Ask someone what to do	43.4	- 8.0	- 25.3
TOTAL	(n=267)[a]	(n=99)	(n=116)

[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations; the Asian Sample yielded 102; the Black Sample yielded 118. Discrepancies between these ns and those above are due to missing data.

[b] Each percentage in this column has as its baseline the n reported in the table. Thus, for the question "Did you change your view of the situation?" 30.7% of the 267 General Population repondents with a focal situation answered "yes." The percentages here cannot be summed since each focal situation could receive a "yes" code on any or all of the tactic use index items.

[c] The Asian and Black Samples data are presented here as deviations from the General Population Sample data. For example, in the Asian Sample the - 7.5 in the "Change view of situation" row indicates that the absolute percentage of Asian focal situations in this category was 23.2 or 7.5 percentage points less than the absolute percentage of General Population focal situations in this category.

[d] This data is a repetition of that from Table 10-17.

Table 16-18

Comparison across the three sub-samples of tactic use index items in terms of percentage of focal situations in which respondents found them helpful.

TACTIC USE INDEX ITEMS Did respondent...	PERCENTAGE[b] OF FOCAL SITUATIONS IN WHICH HELPFUL		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Change view of situation	74.4	+ 12.6	- 13.5
Complain to someone	41.6	+ 3.1	+ 3.0
Find someone who agreed with you	67.2	- 15.5	- 4.5
Read something relating	67.0	- 12.5	- 8.9
Get emotional or angry	26.1	- 15.0	+ 15.2
Put situation out of mind	66.7	+ 2.5	- 8.8
Talk to someone	69.8	- 2.2	- 13.0
Spend time thinking	61.8	- 17.7	- 4.7
Try out possible solution	55.8	+ 0.2	- 0.8
Eliminate an approach	60.5	- 12.9	+ 17.3
Compare at least 2 approaches	71.4	- 23.3	- 9.9
Get outside help	76.2	- 3.0	+ 1.3
Ask someone what to do	67.2	+ 8.6	- 12.7
TOTAL FOCAL SITUATIONS	(n=267)[a]	(n=102)	(n=118)

(continued)

Table 16-18 (Continued)

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[a] The unit of analysis for this table is the focal situation, but only those focal situations in which a respondent reported using a given tactic. Overall, the General Population Sample yielded a total of 267 focal situations; the Asian Sample yielded 102; the Black Sample yielded 118. The percentages of these focal situations in which given tactics were used are listed in Table 16-17.In the General Population Sample, for example, these range from a low of 30.7 (n=82) reporting use of the "change view of situation" tactic to a high of 80.5 (n=215) reporting use of the "talk to someone" tactic. Percentage of use across all tactics is consistently lower for both Asian and Black Samples. To determine the percentages, refer to Table 16-17 and its footnote c.

[b] These percentages are calculated from the number of focal situations in which a given tactic was used (see footnote a). For example, of the 82 focal situations in which the "change view of situation" tactic was used, 74.4% (or n=61) of these usages were reported as helpful. Of the 215 focal situations in which the "talk to someone" tactic was used, 69.8% (or n=150) of these usages were reported as helpful. To interpret the Asian and Black Samples data see footnote c.

[c] The Asian and Black Samples data are presented as deviations from the General Population Sample data. For example, in the Asian Sample column the + 12.6 in the "change view of situation" row indicates that the absolute percentage of Asian respondents was 87.0 or 12.6 percentage points higher than the General Population figure. Recall, though, that the 87.0 is the percentage only of focal situations in which this tactic was used. Table 16-17 indicates that 23.2% (or n=24) of the Asian focal situations used this tactic. Thus, 87.0 (or n=21) of these usages were found to be helpful.

[d] This data is a repetition of that from Table 10-22.

Table 16-19

Comparison of institutional affiliations of other human entities involved in focal situations across the three sub-samples.

INSTITUTIONAL AFFILIATION	PERCENTAGE OF OTHER HUMAN ENTITIES		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
No institutional designation	70.8	+ 7.1	+ 8.2
Mass media	1.9	- 1.9	- 1.9
Information agency	0.3	- 0.3	+ 2.2
Merchant/seller of product or service	14.6	- 6.9	- 1.2
Governmental organization or group	1.3	+ 0.6	- 0.5
Social service/charity/church	3.5	- 2.5	- 1.8
Educational organization	5.3	+ 5.3	- 3.6
Political organization	1.3	- 1.3	- 1.3
Other institution	1.1	- 0.1	- 0.3
TOTAL OTHER HUMAN ENTITIES	100.0[b] (n=377)[a]	---- (n=104)	---- (n=119)

[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities; the Asian Sample yielded 104; the Black Sample yielded 121. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 7.1 on "No institutional designation" for the Asian Sample indicates that the absolute percentage of other human entities with no institutional designation named by Asian respondents was 77.9 or 7.1 percentage points more than the absolute percentage of other human entities with no institutional designation named by General Population respondents (70.8).

[d] These data are a repetition of that from Table 11-1.

Table 16-20

Comparison of peer-kin network affiliation of other human entities involved in focal situations across the three sub-samples.

PEER-KIN NETWORK AFFILIATION	PERCENTAGE OF OTHER HUMAN ENTITIES		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
No peer-kin network given	37.4	- 1.1	-15.9
Family/relative	37.9	+ 7.2	+19.1
Friend	7.4	- 3.5	+ 0.9
Neighbor	5.5	+ 5.3	+ 1.9
Co-worker/colleague/someone at work	10.3	- 6.4	- 5.3
Roommate	1.6	- 1.6	- 0.8
TOTAL OTHER HUMAN ENTITIES	100.0[b] (n=380)[a]	---- (n=102)	---- (n=121)

[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities; the Asian Sample yielded 104; the Black Sample yielded 121. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population Sample. For example, the - 1.1 on "No peer-kin network given" for the Asian Sample indicates that the absolute percentage of entities with no peer-kin network affiliation named by Asian respondents was 36.3 or 1.1 percentage points less than the absolute percentage of other entities with no peer-kin network affiliation (37.4) named by General Population respondents.

[d] These data are repetitions of that from Table 11-2.

Table 16-21

Comparison of nature of involvement of other human entities involved in focal situations across the three sub-samples.

NATURE OF INVOLVEMENT Was the entity presented as...	PERCENTAGE OF OTHER HUMAN ENTITIES		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Having the same role as R?	43.5	- 4.1	-13.3
Having gap with R?	16.5	- 7.9	- 5.6
Needing help?	24.4	+ 7.3	- 5.9
A professional?	13.8	- 7.1	- 2.9
A helper or facilitator of something for R?	19.1	-14.3	- 9.9
A blocker/victimizer/or barrier to R?	13.0	- 2.4	+ 3.0
An object of antagonism?	11.1	- 1.5	- 3.5
Someone helped by R?	8.8	- 1.1	- 5.4
Someone who has control over R?	9.8	- 7.9	- 5.6
TOTAL OTHER HUMAN ENTITIES[b]	(n=377)[a]	(n=104)	(n=119)

[a] The units of analysis for this table are the other human entities the respondent named as being involved in the focal situation. Each respondent was coded on a maximum of 4 other human entities named. The General Population Sample yielded 380 other human entities; the Asian Sample yielded 104; the Black Sample yielded 121. Discrepancies between these ns and those above are due to missing data.

[b] Each of the 9 involvement states was coded independently as a dichotomous variable. This table presents the percentage of other human entities that were portrayed as "Having the same role as R," for example, regardless of whether they were portrayed also as "Having a gap with R" or not. Because these codings were independent of each other, the percentages should not be summed. The baseline ns for the percentages are the total ns in the table.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 4.1 on "Having the same role as R" for the Asian Sample indicates that the absolute percentage of entities portrayed as having the same role as R by Asian respondents was 39.4 or 4.1 percentage points less than the absolute percentage of entities portrayed as having the same role as R (43.5) by General Population respondents.

[d] These data are a repetition of that from Table 11-3.

Table 16-22

Comparison of the number of information things respondents tried to find out across the three sub-samples.

NUMBER OF INFORMATION THINGS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviations from General[c]	
		Asian Sample	Black Sample
None	27.3	+ 24.2	+ 23.5
One	27.7	- 7.5	- 8.2
Two	22.8	- 12.7	- 9.2
Three	15.4	- 5.3	- 3.5
Four or more[e]	6.7	+ 1.4	- 2.6
MEAN # INFORMATION THINGS	1.5	- 0.5	- 0.5
TOTAL FOCAL SITUATIONS	100.0[b] (n=267)[a]	---- (n=99)	---- (n=118)

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations; of 151 Asian Sample respondents, 102 had focal situations; of 151 Black Sample respondents, 118 had focal situations. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 24.2 on "None" indicates that the absolute percentage of Asian focal situations in this category is 51.5 or 24.2 percentage points more than the absolute percentage of General Population focal situations (27.3) in this category.

[d] These data are a repetition from Table 12-1.

[e] Only 1.5% of all General Population focal situations, no Asian focal situations, and 1.6% of all Black focal situations were identified as having more than 4 information things, so the category was collapsed.

Table 16-23

Comparison of sub-categories of information types across the three sub-samples.

SUB-CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
ASSESS SITUATION/SYSTEM			
What are resources/services?	11.1	+ 7.8	- 0.8
Who are decision makers?	0.0	0.0	0.0
What are rules/laws?	5.5	- 1.7	- 2.1
What is system's structure/hierarchy?	1.3	- 1.3	- 1.3
Who/what else is in picture?	1.3	- 1.3	+ 0.4
What are mandated responsibilities of agencies/people?	1.5	- 0.6	+ 0.2
What is my role?	0.8	+ 1.1	+ 0.1
How well does system work?	3.3	+ 2.4	- 3.3
What's the system/situation like generally?	3.0	- 2.1	- 2.1
Other	0.3	+ 2.5	- 0.3
LEARN OPTIONS/ALTERNATIVES			
What is/are option (s)?	5.8	- 3.9	+ 1.9
What is/are better option (s)?	1.8	- 0.9	- 0.9
Which option will work/is best?	1.3	+ 0.6	+ 0.4
How do options compare? (non-cost criteria)	0.8	+ 0.1	+ 0.1
What does an option cost?	1.5	- 1.5	- 0.6
How do 2 or more options compare on cost?	0.3	- 0.3	- 0.3
What are my priorities?	1.5	- 1.5	- 1.5
What other ways could I think about this?	0.3	- 0.3	- 0.3
What alternatives are just right for me?	0.0	0.0	0.0
Other	0.0	0.0	0.0

(continued)

Table 16-23 (Continued)

SUB-CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
LOCATE SELF/SITUATION/OTHERS IN TIME AND SPACE			
When should I do things?	0.8	+ 3.0	+ 0.1
When can I do things vis-a-vis others?	0.8	+ 0.1	+ 0.1
When did others do things?	0.8	- 0.8	+ 0.1
Will the situation be resolved?	1.5	- 1.5	+ 0.2
If I do this, what are consequences?	2.3	+ 1.5	+ 0.3
If this happens, what will happen simultaneously?	0.3	+ 1.6	- 0.3
Where should I do things?	1.3	- 1.3	- 1.3
Where did things happen?	0.5	- 0.5	+ 0.4
What is the extent/boundary of something?	0.5	+ 0.4	+ 0.4
Other	0.8	+ 2.0	- 0.8
LEARN REASONS/CAUSES/UNDERLYING MOTIVES/HISTORY			
What caused/what are reasons for this situation?	9.3	+ 3.9	+ 6.9
What were underlaying motives/reasons?	7.3	- 1.6	+ 7.2
What were my underlying motives/reasons?	1.5	- 1.5	- 0.6
What in my past serves as guideline?	0.8	- 0.8	+ 0.1
What in their past serves as guideline?	1.0	- 1.0	- 1.0
Other	0.0	+ 2.0	0.0
TURN TO OTHERS FOR THEIR IDEAS/OPINIONS/AGREEMENT			
Was I getting good information?	1.0	- 1.0	- 0.1
Can I persuade others?	0.5	- 0.5	+ 1.2
Are others aware of the situation?	0.8	+ 0.1	- 0.8
Will someone just listen?	0.5	- 0.5	+ 0.4
Do others agree with me?	2.3	- 2.3	- 2.3
What do others think/want me to do (informal sources)?	2.5	+ 2.2	+ 0.1
What do others think/want me to do (formal sources)?	0.8	+ 1.1	+ 0.1
What do mass media say about this?	1.0	+ 1.8	- 0.1
Will someone do it for me?	0.0	0.0	0.0
Other	1.0	- 0.1	- 1.0

(continued)

Table 16-24

Comparison of major categories of information sought across the three sub-samples.

MAJOR CATEGORIES OF INFORMATION TYPES	PERCENTAGE OF INFORMATION THINGS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Assess situation/system	28.0	+ 6.9	- 9.2
Learn options/alternatives	13.1	- 7.4	- 1.1
Locate self/situation/others in time and space	9.3	+ 4.9	+ 0.7
Learn reasons/causes/underlying motives/history	19.9	+ 0.9	+12.6
Turn to others for their ideas/opinions/agreement	10.3	+ 1.0	- 1.3
Procedures for implementing solution/dealing with situation	19.4	- 6.2	+ 1.1
TOTAL INFORMATION THINGS	100.0[b]	----	----
	(n=397)[a]	(n=106)	(n=117)

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded on a maximum of 4 things tried to find out. The General Population Sample yielded 397 information things across 267 respondents with a focal situation; the Asian Sample yielded 106 information things across 102 respondents with a focal situation; the Black Sample yielded 117 information things across 118 respondents with a focal situation. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black samples data are presented as deviations from the General Population. For example, the + 6.9 "Assess situation/system" indicates that the absolute percentage of the Asian information things is 34.9 or 6.9 percentage points higher than the General Population information things (28.0) in this category.

[d] These data are a repetition from Table 12-3.

Table 16-25

Comparison of information things described as easy, hard or impossible to find out across the three sub-samples.

EASE OF FINDING OUT	PERCENTAGE OF INFORMATION THINGS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Easy to find out	53.9	+ 1.2	- 1.4
Hard to find out	32.8	+ 0.9	+ 2.8
Impossible to find out	13.3	- 2.1	- 1.4
TOTAL INFORMATION THINGS	100.0[b] (n=384)[a]	---- (n=98)	---- (n=101)

[a] The unit of analysis for this table is the number of information things respondents tried to find out. The General Population Sample yielded 397 things across 267 respondents with a focal situation. The Asian Sample yielded 106 things across 102 respondents with a focal situation. The Black Sample yielded 117 things across 118 respondents with a focal situation. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 1.2 "Easy to find out" indicates that the absolute percentage of the Asian information things in this category is 55.1 or 1.2 percentage points higher than the absolute percentage of General Population information things (53.9) in this category.

[d] These data are a repetition from Table 12-4.

Table 16-26

Comparison of number of professional and institutional sources used in finding things out across the three sub-samples.

NUMBER OF SOURCES USED	PERCENTAGE OF INFORMATION THINGS		
		Deviation from General[c]	
	General Population Sample[d]	Asian Sample	Black Sample
PROFESSIONAL SOURCES			
None	77.3	+ 3.7	- 11.0
1	20.4	- 1.4	+ 11.3
2 or more[e]	2.3	- 2.3	- 1.3
MEAN # OF PROFESSIONAL SOURCES	0.3	- 0.1	0.0
	100.0[b]	----	----
	(n=388)[a]	(n=100)	(n=101)
INSTITUTIONAL SOURCES			
None	72.1	+ 4.7	- 2.9
1	25.5	- 8.3	+ 2.2
2 or more[e]	2.3	+ 3.8	+ 1.0
MEAN # OF INSTITUTIONAL SOURCES	0.3	0.0	0.1
	100.0[b]	----	----
	(n=384)[a]	(n=99)	(n=94)

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things; the Asian Sample, 106 information things; and the Black Sample, 117 information things. Discrepancies between these ns and those above are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 3.7 on "None" indicates that the absolute percentage of the Asian information things in this category is 81.0 or 3.7 percentage points higher than the absolute percentage of General Population information things (77.3) in this category.

[d] These data are a repetition from Table 12-5.

[e] Fewer than 1% of information things overall were identified as more than 2, so the category was collapsed.

Table 16-27

Comparison of types of institutional sources used in finding things out across the three sub-samples.

INSTITUTIONAL AFFILIATION	PERCENTAGE OF INFORMATION THINGS		
	General Population Sample [d]	Deviation from General [c]	
		Asian Sample	Black Sample
No institutional source used [e]	70.6	+ 6.2	+ 0.1
Mass media affiliation	6.3	+ 3.8	- 5.2
Information agency (e.g. library)	2.1	- 1.1	- 2.1
Merchant	7.3	- 6.3	- 0.8
Governmental organization	5.5	+ 0.6	+ 6.5
Social service agency (e.g. church)	1.8	- 1.8	+ 4.7
Educational organization	3.9	- 0.9	- 0.6
Political organization	0.5	- 0.5	- 0.5
Other affiliation	2.1	- 0.1	- 2.1
TOTAL INFORMATION THINGS	100.0 [b]	----	----
	(n=384) [a]	(n=99)	(n=92)

[a] The unit of analysis for this table is the number of information things respondents tried to find out. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things; the Asian Sample, 106 information things; and the Black Sample, 117 information things. Discrepancies between these ns and those above (384/99/92) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population Sample. For example, the + 6.2 "No institutional source used" indicates that the absolute percentage of the Asian information things in this category is 76.2 or 6.2 percentage points higher than the absolute percentage of General Population information things (70.6) in this category.

[d] These data are a repetition from Table 12-6.

[e] This discrepancy between the percentage for "No institutional source used" in this table and the equivalent category "None" under Institutional Sources in Table 12-5, is due to coding variation. The categories were coded using two separate sets of coding rules. See the codebook in the appendices.

Table 16-28

Comparison of unsuccessful versus successful information seeking across the three sub-samples.

SUCCESS IN INFORMATION SEEKING	PERCENTAGE OF INFORMATION THINGS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
Unsuccessful	31.4	+ 4.7	+ 1.9
Successful	68.6	- 4.7	- 1.9
TOTAL INFORMATION THINGS	100.0[b]	----	----
	(n=382)[a]	(n=97)	(n=99)

[a] The unit of analysis for this table is the number of things respondents tried to find out. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things; the Asian Sample, 106 information things; the Black Sample, 117 information things. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 4.7 "Unsuccessful" indicates that the absolute percentage of Asian information is 36.1 or 4.7 percentage points higher than the absolute percentage of General Population information things (31.4) in this category.

[d] These data are a repetition from Table 12-7.

Table 16-29

Comparison of major tactic categories used in finding things out across the three sub-samples.

MAJOR TACTIC CATEGORIES	PERCENTAGE OF TACTICS FOR INFORMATION THINGS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
R AS ACTOR			
Pointing/directing	19.1	+ 2.2	+ 0.6
Connecting to source	59.3	- 18.3	- 2.7
Stopping	7.6	+ 0.6	- 1.0
Continuing/agreeing	0.0	+ 1.6	0.0
Repeating	0.8	- 0.8	- 0.8
R AS RECIPIENT			
Being pointed/directed	6.4	+ 0.2	+ 4.3
Receiving connection	1.4	+ 2.7	- 0.6
Getting stopped	1.9	+ 7.9	- 1.1
Being agreed with	0.0	0.0	+ 0.8
Being made to repeat	0.0	0.0	0.0
R AS PROVIDER	1.2	- 0.4	- 1.2
R AS RESOURCE	0.2	- 0.2	- 0.2
R AS OBSERVER	2.1	+ 4.5	+ 2.0
TOTAL TACTICS FOR INFORMATION THINGS	100.0[b]	----	----
	(n=486)[a]	(n=122)	(n=122)

[a] The unit of analysis for this table is the number of tactics for information things. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things; the Asian Sample, 106 information things; the Black Sample, 117 information things. Up to 2 tactics were coded for each information thing. The General Population Sample yielded 486 tactics for information things; the Asian Sample, 122 tactics for information things; the Black Sample, 122 tactics for information things. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 2.2 "Pointing/directing" indicates that the absolute percentage of Asian information things is 21.3 or 2.2 percentage points higher than the General Population information things (19.1) in this category.

[d] These data are a repetition from Table 12-8.

Table 16-30

Comparison of helpfulness of information things found across the three sub-samples.

IF SUCCESSFULLY FOUND OUT, WAS IT HELPFUL?	PERCENTAGE OF INFORMATION THINGS FOUND		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
No	21.0	+ 1.4	+ 20.8
Yes	79.0	- 1.4	- 20.8
TOTAL INFORMATION THINGS FOUND	100.0[b] (n=257)[a]	---- (n=67)	---- (n=67)

[a] The unit of analysis for this table is the number of information things respondents were successful in finding out. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things; the Asian Sample, 106 information things; the Black Sample, 117 information things. Of these information things, the General Population Sample yielded 262 successfully found out; the Asian Sample, 67 successfully found out; the Black Sample, 67 successfully found out. Discrepancies between these ns and those in the table are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 1.4 "No" indicates that the absolute percentage of Asian information things is 22.4 or 1.4 percentage points higher than the General Population information things (21.0) in this category.

[d] These data are a repetition from Table 12-9.

Table 16-31

Comparison of major categories of reasons why information helped or didn't help across the three sub-samples.

MAJOR CATEGORIES OF REASONS WHY HELPED/DIDN'T HELP	PERCENTAGE OF INFORMATION THINGS FOUND		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
HELPED			
Got resolution/progress	31.0	- 3.6	- 5.4
Helped planning/strategy/ resources	19.5	- 3.8	- 6.7
Got clarification/understanding	30.0	- 0.6	- 6.9
Got support/encouragement	6.0	+ 7.7	+ 12.0
Got control of self/emotions	11.5	- 7.6	+ 6.5
Other reasons	2.0	+ 7.8	+ 0.6
TOTAL INFORMATION THINGS FOUND HELPED	100.0[b] (n=200)[a]	---- (n=51)	---- (n=39)
DIDN'T HELP			
Didn't get resolution/progress	54.9	- 0.4	- 22.8
Didn't help planning/strategy/ resources	11.8	- 11.8	+ 6.1
Didn't get clarification/ understanding	13.7	+ 4.5	+ 4.2
Didn't get support/encouragement	7.8	+ 10.4	+ 10.1
Didn't get control of self/ emotions	5.9	- 5.9	- 2.3
Other reasons	5.9	+ 3.2	+ 4.8
TOTAL INFORMATION THINGS FOUND DIDN'T HELP	100.0[b] (n=51)[a]	---- (n=11)	---- (n=28)
TOTAL INFORMATION THINGS FOUND	(n=251)[a]	(n=62)	(n=67)

[a] The unit of analysis for this table is the number of information things respondents were successful in finding out. Each respondent with a focal situation was coded to a maximum of 4 information things tried to find out. The General Population Sample yielded 397 information things; the Asian Sample, 106 information things; the Black Sample, 117 information things. Of these information things, the General Population Sample yielded 262 successfully found out; the Asian Sample, 67 successfully found out; the Black Sample, 67 successfully found out. Discrepancies between these ns and those above (251=200 + 51: 62= 51 + 11; 67=39 + 28) are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 3.6 "HELPED--Got resolution/progress" indicates that the absolute percentage of Asian information things is 27.4 or 3.6 percentage points less than the General Population information things (31.0) in this category.

[d] These data are a repetition from Table 12-11.

Table 16-32

Comparison of number of questions R would ask experts across the three sub-samples.

NUMBER OF QUESTIONS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
None	21.2	+ 11.8	+ 18.5
One	30.4	+ 8.8	+ 0.6
Two	26.9	- 12.5	- 5.3
Three	14.6	- 5.3	- 8.6
Four or more	6.9	- 2.8	- 5.2
MEAN # QUESTIONS	1.6	- 0.5	- 0.6
TOTAL FOCAL SITUATIONS	100.0[b] (n=260)[a]	---- (n=97)	---- (n=116)

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations; of 151 Asian Sample respondents, 102 had focal situations; of 151 Black Sample respondents, 118 had focal situations. Discrepancies between these focal situation ns and those above are due to missing data.

[b] This table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 11.8 on "none" indicates that the absolute percentage of Asian focal situations in this category is 33.0 or 11.8 percentage points more than the absolute percentage of General Population focal situations (21.2) in this category.

[d] These data are a repetition of that from Table 13-1.

Table 16-33

Comparison of sub-categories of question types R would ask experts across the three sub-samples.

SUB-CATEGORIES OF QUESTION TYPES	PERCENTAGE OF QUESTIONS		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
ASSESS SITUATION/SYSTEM			
What are resources/services?	7.2	+ 1.1	+ 4.9
Who are decision makers?	0.5	- 0.5	+ 1.2
What are rules/laws?	5.9	- 3.2	- 4.2
What is system's structure/ hierarchy?	1.2	- 0.3	- 1.2
Who/what else is in picture?	0.7	+ 1.1	- 0.7
What are mandated responsibilities of agencies/people?	2.2	- 1.3	- 0.5
What is my role?	1.0	- 0.1	- 1.0
How well does system work?	4.4	+ 5.7	- 3.6
What's the system/situation like generally?	1.7	+ 2.9	0.0
Other	0.0	0.0	+ 0.9
LEARN OPTIONS/ALTERNATIVES			
What is/are option(s)?	16.3	+ 1.1	+ 2.7
What is/are better option(s)?	0.3	+ 1.6	+ 0.6
Which option will work/is best?	4.0	- 1.2	+ 2.1
How do options compare? (non-cost criteria)	2.0	- 2.0	- 2.0
What does an option cost?	0.5	- 0.5	+ 0.4
How do 2 or more options compare on cost?	0.5	- 0.5	- 0.5
What are my priorities?	0.0	0.0	0.0
What other ways could I think about this?	0.0	0.0	0.0
What alternatives are just right for me?	0.3	- 0.3	- 0.3
Other	0.0	0.0	+ 0.9
LOCATE SELF/SITUATION/OTHERS IN TIME AND SPACE			
When should I do things?	0.7	- 0.7	+ 0.2
When can I do things vis-a-vis others?	0.3	+ 0.7	+ 0.6
When did others do things?	0.7	+ 0.2	- 0.7
Will the situation be resolved?	1.7	+ 0.1	- 0.0
If I do this, what are consequences?	3.7	- 1.9	- 2.0
If this happens, what will happen simultaneously?	1.2	- 0.3	- 1.2
Where should I do things?	1.2	- 0.3	+ 1.3
Where did things happen?	1.5	- 0.6	- 0.6
What is the extent/boundary of something?	2.5	- 2.5	- 2.5
Other	1.0	- 0.1	- 1.0

(continued)

Table 16-33 (Continued)

SUB-CATEGORIES OF QUESTION TYPES	PERCENTAGE OF QUESTIONS General Population Sample[d]	Deviation from General[c] Asian Sample	 Black Sample
LEARN REASONS/CAUSES/UNDERLYING MOTIVES/HISTORY			
What caused/what are reasons for this situation?	12.1	- 2.9	+ 6.9
What were their underlying motives/ reasons?	1.2	+ 1.5	+ 5.7
What were my underlying motives/ reasons?	0.5	+ 0.4	- 0.5
What in my past serves as guideline?	0.0	0.0	0.0
What in their past serves as guideline?	0.3	- 0.3	- 0.3
Other	0.3	+ 0.6	- 0.3
TURN TO OTHERS FOR THEIR IDEAS/OPINIONS/AGREEMENT			
Was I getting good information?	0.3	- 0.3	- 0.3
Can I persuade others?	0.7	- 0.7	+ 0.2
Are others aware of the situation?	1.0	- 1.0	- 0.1
Will someone just listen?	0.0	0.0	0.0
Do others agree with me?	0.0	0.0	0.0
What do others think/want me to do? (informal sources)	2.0	- 2.0	- 1.1
What do others think/want me to do? (formal sources)	1.2	+ 5.2	+ 1.3
What do mass media say about this?	0.0	0.0	0.0
Will someone do it for me?	0.7	+ 0.2	- 0.7
Other	0.3	- 0.3	- 0.3
PROCEDURES FOR IMPLEMENTING SOLUTION/DEALING WITH SITUATION			
What is best strategy?	2.7	- 1.8	- 1.8
What information can I get?	2.0	- 0.2	+ 2.3
What are directions for implementing solution?	8.6	+ 4.2	- 2.6
How do you negotiate a system?	0.3	- 0.3	+ 0.6
How do you balance things?	0.3	- 0.3	- 0.3
What are guiding principles?	0.0	0.0	0.0
What are religious principles?	0.3	- 0.3	- 0.3
How do you fight back?	1.2	- 1.2	- 1.2
What is the natural order of things?	0.3	- 0.3	- 0.3
Other	0.7	- 0.7	- 0.7
TOTAL QUESTIONS	100.0[b] (n=405)[a]	---- (n=109)	---- (n=116)

(continued)

Table 16-33 (Continued)

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[a] The unit of analysis for this table is the questions R would ask experts. Each respondent with a focal situation was coded to a maximum of 4 questions. The General Population Sample yielded 405 questions; the Asian Sample, 109 questions; and the Black Sample, 116 questions. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 1.1 on "What resources are available?" indicates that the absolute percentage of Asian questions in this category is 8.3 or 1.1 percentage points more than the absolute percentage of General Population questions (7.2) in this category.

[d] These data are a repetition of that from Table 13-2.

Table 16-34

Comparison of major categories of question types R would ask experts across the three sub-samples.

MAJOR CATEGORIES OF QUESTION TYPES	PERCENTAGE OF QUESTIONS		
	General Population Sample[d]	Deviations from General[c]	
		Asian Sample	Black Sample
Assess situation/system	24.9	+ 5.4	- 4.2
Learn options/alternatives	23.7	- 1.7	+ 3.9
Locate self/situation/others in time and space	14.6	- 5.4	- 6.0
Learn reasons/causes/underlying motives/history	14.3	- 0.5	+ 11.6
Turn to others for their ideas/ opinions/agreement	6.2	+ 3.0	- 1.0
Procedures for implementing solution/ dealing with situation	16.3	- 0.7	- 4.2
TOTAL QUESTIONS	100.0[b] (n=405)[a]	---- (n=109)	---- (n=116)

[a] The unit of analysis for this table is the questions R would ask experts. Each respondent with a focal situation was coded to a maximum of 4 questions. The General Population Sample yielded 405 questions; the Asian Sample yielded 109 questions; the Black Sample yielded 116 questions. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example. the + 5.4 on "assess situation/system" indicates that the absolute percentage of Asian questions in this category is 30.3 or 5.4 percentage points less than General Population questions (24.9) in this category.

[d] These data are a repetition of that from Table 13-3.

Table 16-35

Comparison of number of things respondent would want experts to know across the three sub-samples.

NUMBER OF THINGS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviations from General[c]	
		Asian Sample	Black Sample
None	34.8	+ 6.9	+ 7.7
One	25.4	+ 5.9	+ 3.8
Two	19.9	- 4.3	- 3.1
Three	17.2	- 9.9	- 10.1
Four	2.7	+ 1.5	+ 1.7
MEAN # THINGS	1.3	- 0.3	- 0.3
TOTAL FOCAL SITUATIONS	100.0[b] (n=256)[a]	---- (n=96)	---- (n=113)

[a] The unit of analysis for this table is the focal situation. Of 300 General Population Sample respondents, 267 had focal situations; of 151 Asian Sample respondents, 102 had focal situations; of 151 Black Sample respondents, 118 had focal situations. Discrepancies between these focal situation ns and those above are due to missing data.

[b] The table reads vertically, summing to 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 6.9 on "none" indicates that the absolute percentage of Asian focal situations in this category is 41.7 or 6.9 percentage points more than the absolute percentage of General Population focal situations (34.8) in this category.

[d] These data are a repetition of that from Table 13-9.

Table 16-36

Comparison of sub-categories of things R wants expert to know across the three sub-samples.

SUB-CATEGORIES OF THINGS	PERCENTAGE OF THINGS R WANTS EXPERT TO KNOW		
	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
NATURE OF SITUATION			
What situation is like	14.1	+ 10.6	+ 10.9
Why R is involved in situation	1.9	- 0.8	- 1.0
Injustices that have been wrought	0.6	- 0.6	+ 1.2
More than R's version of story	0.9	- 0.9	- 0.9
Behavior of others (external)	3.8	+ 2.7	- 2.0
Internal states or personalities of others	1.9	- 0.8	- 1.0
Other nature of situation	2.2	- 2.2	- 1.3
CHARACTERISTICS OF RESPONDENTS			
R's past behavior	4.4	+ 5.3	+ 0.1
R's social matrix/contacts	4.7	- 1.5	- 2.0
R's posssessions, characteristics of	4.4	- 4.4	+ 1.0
R's internal state (emotions)	6.6	- 1.2	+ 12.2
R's personality and likes and wants	8.2	- 7.1	+ 0.7
R's interests	2.8	- 2.8	- 1.0
Other characteristics of R	7.2	+ 2.5	- 4.5
RESTRAINTS OF RESPONDENTS			
R's available resource	11.0	+ 0.8	- 6.5
Time restraints	2.8	- 0.7	- 1.9
Urgency of situation	0.9	+ 1.1	+ 2.7
Space restraints	0.9	+ 0.2	- 0.9
Other restraints	0.9	+ 0.2	- 0.0
WHAT R HAS DONE/CAN DO TOWARD RESOLUTION			
R's past experience with situations like this	6.6	- 1.2	- 1.2
R's priorities, goals	6.6	- 2.3	- 1.2
What R tried already	0.6	- 0.6	- 0.6
R's ability (past and future)	6.3	+ 2.3	- 1.8
Other what R has done	0.6	+ 1.6	- 0.6
THINGS R WANTS EXPERT TO KNOW	100.0[b] (n=319)[a]	---- (n=93)	---- (n=112)

(continued)

Table 16-36 (Continued)

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[a] The unit of analysis for this table is the things R wants expert to know Each respondent with a focal situation was coded to a maximum of 3 things. The General Population Sample yielded 319 things; the Asian Sample, 93 things; and the Black Sample, 112 things. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the + 10.6 on "what situation is like" indicated that the absolute percentage of Asian things in this category is 24.7 or 10.6 percentage points more than the absolute percentage of General Population things (14.1) in this category.

[d] These data are a repetition of that from Table 13-10.

Table 16-37

Comparison of likelihood of library use across the three sub-samples.

LIKELIHOOD OF LIBRARY USE	PERCENTAGE OF FOCAL SITUATIONS General Population Sample[d]	Deviations from General[c] Asian Sample	Black Sample
Not likely	49.6	- 4.8	+ 22.8
Somewhat unlikely	12.7	- 2.3	- 6.7
Somewhat likely	18.9	+ 5.1	- 6.0
Very likely	18.9	+ 1.9	- 10.3
TOTAL FOCAL SITUATIONS	100.0[b] (n=260)[a]	---- (n=96)	---- (n=116)

[a] The unit of analysis for this table is the focal situation. Of 300 General Population respondents, 267 had focal situations; of 151 Asian Sample respondents, 102 had focal situations; of 151 Black Sample respondents, 118 had focal situations. Discrepancies between these ns and those above are due to missing data.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 4.8 on "not likely" indicates that the absolute percentage of Asian focal situations in this category is 44.8 or 4.8 percentage points less than the absolute percentage of General Population focal situations (49.6) in this category.

[d] These data are a repetition of that from Table 13-15.

Table 16-38

Comparison of resolution status of focal situations across the three sub-samples.

BEGINNING[e] RESOLUTION STATUS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviations from General[c]	
		Asian Sample	Black Sample
Unresolved	67.4	- 7.6	+ 11.4
Resolved	32.6	+ 7.6	- 11.4
	100.0[b] (n=267)[a]	---- (n=102)	---- (n=118)

TERMINAL[f] RESOLUTION STATUS	PERCENTAGE OF FOCAL SITUATIONS		
	General Population Sample[d]	Deviations from General[c]	
		Asian Sample	Black Sample
Still unresolved	59.0	- 1.2	+ 6.0
Almost resolved	20.3	- 3.6	- 2.4
Completely resolved	20.7	+ 4.8	- 3.6
	100.0[b] (n=266)[a]	---- (n=102)	---- (n=117)

[a] The unit of analysis for both sections of the table is the focal situation. The General Population Sample yielded 267 focal situations; the Asian Sample yielded 102; the Black Sample yielded 118. Discrepancies between these ns and those above are due to misssing data.

[b] Each section of the table reads vertically,summing to roughly 100%. Percentages may not sum to exactly 100.0 in each section, because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 7.6 on "unresolved" for the Asian Sample in the "beginning resolution status" section of the table indicates that the absolute percentage of Asian focal situations that were unresolved was 59.8 or 7.6 percentage points less than the absolute percentage of General Population focal situations (67.4) that were unresolved.

(continued)

Table 16-38 (Continued)

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[d] These data repeat that of Table 14-1.

[e] Each respondent was asked early in the questionnaire (Q3) if the situations named were resolved or unresolved. "Beginning resolution status" is that given by the respondent for the focal situation. Only two responses were allowed: resolved or unresolved.

[f] Toward the end of the section of the questionnaire that dealt with the focal situation (Q28), the respondent was asked again about the "terminal resolution status" of the focal situation. Three possible responses were allowed: completely resolved, almost resolved, or still unresolved.

Table 16-39

Comparison of resolution accessibility items across the three sub-samples.

	PERCENTAGE OF FOCAL SITUATIONS		
RESOLUTION ACCESSIBILITY ITEMS	General Population Sample[d]	Deviation from General[c]	
		Asian Sample	Black Sample
How easy was it to deal with situation?			
Very easy	11.4	+ 1.3	- 0.1
Somewhat easy	17.8	+ 2.8	+ 0.5
Somewhat difficult	33.3	- 5.8	+ 5.8
Very difficult	37.5	+ 1.7	- 6.2
	100.0[b]	----	----
	(n=264)[a]	(n=102)	(n=115)
How available was resolution?			
Very available	24.4	+ 0.1	+ 5.7
Somewhat available	29.8	+ 7.5	- 6.8
Somewhat unavailable	23.3	- 3.7	- 2.1
Very unavailable	22.5	- 3.9	+ 3.2
	100.0	----	----
	(n=262)	(n=102)	(n=113)
How available was information?			
Very available	32.2	- 1.5	+ 2.6
Somewhat available	33.0	+ 6.6	-10.4
Somewhat unavailable	15.7	+ 1.1	+ 4.3
Very unavailable	19.2	- 6.3	+ 3.4
	100.0	----	----
	(n=261)	(n=101)	(n=115)
How available was outside help?			
Very available	26.3	- 0.8	+ 2.8
Somewhat available	32.0	+ 9.8	- 2.9
Somewhat unavailable	21.2	- 4.9	- 2.4
Very unavailable	20.5	- 4.2	+ 2.6
	100.0	----	----
	(n=259)	(n=98)	(n=117)

(continued)

Table 16-39 (Continued)

	PERCENTAGE OF FOCAL SITUATIONS		
	General	Deviation from General[c]	
RESOLUTION ACCESSIBILITY ITEMS	Population Sample[d]	Asian Sample	Black Sample
How many people could resolve?			
All of them	11.2	+ 0.8	- 1.7
Most of them	38.5	+ 3.5	- 5.7
Only a few	40.0	0.0	+ 6.6
None of them	10.4	- 4.4	+ 0.8
	100.0	----	----
	(n=260)	(n=100)	(n=116)

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations; the Asian Sample yielded 102; the Black Sample yielded 118. Discrepancies between these ns and those above are due to missing data.

[b] The tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented here as deviations from the General Population data. For example, in the Asian column the + 1.3 in the "very easy" row indicates that the absolute percentage of Asian focal situations in this category was 12.7 or 1.3 percentage points more than the absolute percentage of General Population focal situations (11.4) in this category.

[d] These data are a repetition of that set out in Table 14-4.

Table 16-40

Comparison of terminal resolution status characteristics across the three sub-samples.

	PERCENTAGE OF FOCAL SITUATIONS		
	General	Deviation from General[c]	
TERMINAL RESOLUTION STATUS CHARACTERISTICS	Population Sample[d]	Asian Sample	Black Sample
If completely resolved: Resolved the way you felt it should be?			
Yes	74.5	- 2.5	- 9.5
No	25.5	+ 2.5	+ 9.5
	100.0[b]	----	----
	(n=55)[a]	(n=25)	(n=20)
If completely resolved: How satisfied with resolution?			
Very satisfied	58.2	- 8.2	- 1.1
Somewhat satisfied	20.0	+ 6.9	- 1.0
Somewhat unsatisfied	10.9	+ 8.3	- 1.4
Very unsatisfied	10.9	- 7.1	- 1.4
	100.0[b]	----	----
	(n=55)[a]	(n=26)	(n=21)
If partial or not resolved: Does situation still exist?			
Yes	94.8	+ 3.9	- 2.0
No	5.2	- 3.9	+ 2.0
	100.0[b]	----	----
	(n=211)[a]	(n=76)	(n=97)
If partial or not resolved: Still working on it?			
Yes	84.8	+ 3.0	+ 3.7
No	15.2	- 3.0	- 3.7
	100.0[b]	----	----
	(n=210)[a]	(n=74)	(n=96)

(continued)

Table 16-40 (Continued)

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[a] The unit of analysis for this table is the focal situation. The General Population Sample yielded 267 focal situations, 266 of which were codeable on terminal resolution status. Of these 266, 55 were coded resolved and 211 as partially or not resolved. The Asian Sample yielded 102 focal situations, all of which were codeable on terminal resolution status. Of these 102, 26 were coded resolved and 76 as partially resolved. The Black Sample yielded 118 focal situations, all of which were codeable on terminal resolution status. Of these 118, 21 were coded as resolved and 97 as partially resolved. Items 1 and 2 of this table are concerned with the resolved situations. Items 3 and 4 are concerned with the partially or not resolved situations. The discrepancies between these ns and those in the table are due to missing data.

[b] The sub-tables read vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, in the Asian Sample column the - 2.5 in the "yes - resolved the way you felt it should be" row indicates that the absolute percentage of Asian focal situations having "yes - resolved the way you felt it should be" was 72.0 or 2.5 percentage points less than the General Population figure.

[d] This column repeats data from Table 14-7.

Table 16-41

Comparison of reasons for lacking any/perfect resolution to situation across the three sub-samples.

	PERCENTAGE OF REASONS		
	General Population Sample[d]	Deviation from General[c]	
REASONS LACKING ANY/PERFECT RESOLUTION		Asian Sample	Black Sample
No possible resolution available	3.6	- 2.6	+ 1.5
Situation not of R's control	4.3	- 0.2	- 4.3
Lack of resources are a barrier	13.3	+ 0.1	+ 7.9
R's own emotions or lack of motivation or lack of behavior are barrier	10.4	- 1.1	- 2.8
R lacks understanding, knowledge of the internal states of others	1.8	- 0.8	- 1.8
R lacks information of external events or lacks information per se	7.6	- 0.4	- 5.1
An institution, observing collectivity, or class of people stand in way	11.5	- 0.2	- 2.2
One individual or group of known individuals -- family, neighbors, husband, etc. -- is/are barrier	7.9	- 3.8	- 0.3
Situation too big, too complex, too confusing	0.0	+ 2.1	0.0
Situation is recurring, continuous, or escalating	7.9	+ 1.4	+ 8.2
Situation is a problem of the nation, society	5.4	+ 2.9	- 2.9
Not enough time	1.8	+ 2.3	- 1.8
Resolution is pending, expected, anticipated	11.5	- 2.2	+ 2.9
Didn't get a resolution	3.2	+ 3.0	+ 1.0
Reasons not codeable above	9.7	- 0.4	- 0.4
TOTAL LACKING REASONS	100.0[b] (n=278)[a]	---- (n=97)	---- (n=118)

(continued)

Table 16-41 (Continued)

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[a] The unit of analysis for this table is the reasons why R lacked any/perfect resolution to the situation. Each respondent with a focal situation was coded on a maximum of 3 reasons. The General Population Sample yielded 278 reasons; the Asian Sample yielded 97 reasons: and the Black Sample yielded 118 reasons. There were no missing data for this analysis.

[b] The table reads vertically, summing to roughly 100%. Percentages may not sum to exactly 100.0 because of rounding error.

[c] The Asian and Black Samples data are presented as deviations from the General Population. For example, the - 2.6 for the Asian Sample in the category "no possible resolution available" indicates that the absolute percentage of Asian lacking reasons that fit this category was 1.0 or 2.6 percentage points less than the absolute percentage of General Population lacking reasons (3.6) which fit this category.

[d] This column is a repetition of the data from Table 14-9.

CHAPTER XVII

SUMMARY AND OVERVIEW OF CONCLUSIONS

This study is the first in a multi-phased project with the ultimate intent of developing strategies for dealing with the "information needs" of urban residents. In contrast to most past work in this area which has focused primarily on the topical nature or the WHAT of "information needs," this project focuses on the HOW. How can the information practitioner deal efficiently and effectively with individual citizens with individual "information needs," when those individual citizens and needs take on myriad forms at myriad times?

As the first phase in the project, this particualr report focuses on urban residents or the potential clients of information services. The second study will focus on information practitioners. Later phases will focus explicitly on the interaction between the two and, in particular, on the "how" of practitioner behavior.

Two people, then, occupy the center of attention -- a practitioner and a client. The question is, "how can the practitioner most effectively help the client?" Since little past research in the social sciences had focused on "how" questions, there was little in the way of concrete data to guide this study. There were, however, some premises to be derived from what is currently known about how communication works.

The first -- and most general -- premise is that of INDIVIDUALITY. This premise suggests that the only way a practitioner can effectively deal with a client is by dealing with that client as a unique individual. Obviously, this premise has great appeal, yet most of the applications of social science to applied situations have ignored this premise. Rather, helpers in all fields are bombarded with data on demographic and other cross time-space attributes of potential clients, with the expectation that this knowledge will help them predict their clients and, therefore, be more helpful. It is the contention of this study that this assumption is fallacious. Each individual is too unique, his perceptions of reality are too much his own, and he changes too much over time for the practitioner to be able to predict on the basis of cross time-space labels how he could most usefully relate to a client. Rather, the view presented here is that both practitioner and client have a tool -- communication -- which they must use effectively if they are to have a mutually satisfying interaction.

If, however, a practitioner/helper cannot use cross time-space labels to assess how he can be helpful, what can he use? The answer is the second basic premise of this study -- SITUATIONALITY. Each individual is seen as moving through his own unique time-space bound reality. It is reasoned that how the individual sees his situation and where he sees himself going are the important things to know about him. Since it is on the basis of these situationally-bound perceptions that the individual intersects with the practitioner, his expectations for the service the practitioner may render will be understandable primarily in that context. Thus, this study suggests that when he communicates, the practitioner must focus on situationality. Where has his client been? Where he is going to? How does he see his situation now? How would he like to see it in the future?

From these two premises come two more -- INFORMATION IS THAT WHICH INFORMS, and ONLY THE CLIENT CAN JUDGE UTILITY. These are, perhaps, the most interesting premises to the information practitioner, whose goal is to provide useful information to clients.

The notion that INFORMATION IS THAT WHICH INFORMS is another premise in the main ignored by past research. Yet, if one accepts premises of INDIVIDUALITY and SITUATIONALITY, then one must logically accept that only a given individual can judge what will be informing to him. Past research on information needs has posited information as having some absolute value in its own right. Yet, the assumption that information has its own value has been contradicted again and again by communication studies which show clearly that no message is interpreted the same by any two individuals. Each individual has his own pictures of the world. He will perceive selectively that input which he finds informing. He will reorganize input to make it informing. No outside observer can judge a particular bit of "information" as being the one helpful bit an individual needs. Rather, each individual is constantly informing himself as he moves through his particular time-space. He may choose to collect the facts and details that are normally called objective information (INFORMATION_1) and somehow use them to make internal sense (INFORMATION_2). Or, he may find other things informing -- the ideas and opinions of others, for example. For him, these other things are just as much information as facts and details.

It is already assumed that the information practitioner is a specialist in objective information (INFORMATION_1) which describes reality. It is not assumed, however, that the information practitioner must also be a specialist in understanding what kinds of internal sense individuals make (INFORMATION_2), or in understanding the procedures or behaviors by which people make internal sense (INFORMATION_3). Yet, all three are important. Each individual is somehow constantly informing himself. In each situation he faces, he uses a set of informing behaviors (INFORMATION_3) and somehow makes sense of his world at that point in time (INFORMATION_2) with some inexorably bound combination of both objective, reality-describing information (INFORMATION$_1$) and his own internal information resources (INFORMATION$_2$).

The final guiding premise for this study -- ONLY THE CLIENT CAN JUDGE UTILITY -- speaks to the notion of what the client wants when he intersects with an information practitioner. The most common assumption in past research on information needs has been that individuals are seeking objective, reality-describing information. Yet, the premise that INFORMATION IS THAT WHICH INFORMS logically leads to the conclusion that this would rarely be so. Individuals make sense out of their worlds so that they can move through their worlds in the ways they want to. Being informed is axiomatically a necessity, but INFORMATION$_1$ may or may not be useful in getting informed. Further, whether it is useful or not, INFORMATION$_1$ per se is not an end. When it is used, it is more usefully seen as a "means" or "tool" toward whatever end the individual is seeking. The premise of SITUATIONALITY suggests that only the individual can judge what the utility of getting informed might be. Although information practitioners traditionally define their business as delivering books or materials or information, chances are that this is not the business of the client. More recent approaches to information services define the business as helping people make good decisions. Yet, making good decisions is only one possible utility or purpose for getting informed; others might include getting reassured, getting social support, getting clarification, getting self control.[1]

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[1] In Chapter II, utilities are also described as functional units. A functional unit is seen as the unit an individual or system defines itself in terms of. One functional unit of the library is the book; one functional unit of the mass media is the program. For the client, however, these are but potential carrying units of whatever utility he may be purposely looking for or accidently find.

The four premises of this study intersect. If clients must be treated individually in the context of their own situations, if information can only be assessed by the individual client, if only the client knows what use he might make of the practitioner, then the strategies useful to an information practitioner are those that allow him to deal with the uniqueness of each individual client. What is seen as being necessary, then, are flexible strategies in flexible systems -- systems built on communication skills -- which cope with individuality.

The purpose of this report is to begin to develop understandings of the kinds of questions that need to be asked of individual clients in flexible systems:

- What kind of pictures does the client have of his situation?
- What attributes of these pictures would be useful descriptors?
- What are the implications for action (movement) of situation articulations? What does the client want to do? What might the information practitioner do?
- How does the individual go about making sense of a given situation?
- What will the individual find to be informing (define as "information") in a given situation?

While these were the guiding questions for the study, the purpose was not seen as providing definitive answers. That task would certainly be too large for one study. Rather, the purpose was seen as casting a wide net[2] on the potentialities of the premises outlined above. The intent is to open up possibilities and raise more questions than answers. To this end, this report includes a great deal of data. This chapter will focus on the series of ten broad themes which emerged from the data.

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[2] The fishing net analogy used here and in Chapter II comes from Popper (1959).

Despite the fact that this is a research report, the ultimate use is action -- the development of strategies for information practitioners. While there are numerous possibilities for further research which would look at and extend the same research questions with more depth and precision, this chapter will focus instead on those broad themes which seem to have the most relevance to information practitioners.[3]

Information is a means, not an end

Across several analyses and in different ways, findings showed that information was rarely mentioned as a specific end.

* When asked to describe how they coped with recent "problems, worries, or concerns," respondents rarely described information behaviors. Yet, they were obviously doing a great deal of informing: when asked explicitly about what they had tried to learn or find out or come to understand, a great deal of "information" seeking emerges. (Chapters X and XII)

* When asked to name the reasons why information helped, respondents rarely named getting information per se. Rather, they named a wide variety of utilities, including getting clarification of underlying reasons, getting reassurance, making progress toward resolution, getting self control. The same lack of emphasis on information occurred when respondents were asked the utilities of various coping tactics they had used to deal with their situations. (Chapters X and XII)

* When respondent articulations were analyzed by trained coders, they found that the use of the word "information" or related words like "understanding" and "comprehending" or "facts" and "details" was very low. In addition, articulations rarely allowed coders to judge the situations as being

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[3] These broad themes cut across the concerns of the individual chapters of this report. For an overview of the entire report and a summary of the conclusions and implications for each chapter, see Chapter I, Executive Summary.

explicit needs for information or informing. (Chapter VII)

- When articulations over time were analyzed, the relatively few situations which were articulated as "information needs" showed the least stability. Requests for resources and services, in contrast, were highly stable. (Chapter VII)

- When asked to assess the availability of resolutions and information, respondents in different types of situations (e.g. unresolved or resolved; decision, problem, worry, comprehending states) gave quite different answers on the availability of resolutions. There was no difference, however, in their perceptions of the availability of relevant information. (Chapter XIV)

Generally, then, a number of different analyses confirm the expectation that information per se is not an end or a utility in its own right. Unless asked explicitly, respondents did not talk about information. In particular, they rarely talked about INFORMATION_1. When "information" was freely mentioned, it was most often related to the notion of INFORMATION_2 or sense-making or getting informed.

Information is that which informs

Many times and in many ways the respondents indicated that they were informing themselves.

- When asked to describe the events in their situations (including their own behaviors), in roughly 1 out of 10 of these events respondents indicated that they turned inward to focus on their own internal states (emotions, ideas). This turning inward was common for respondents in different kinds of situations. (Chapter X)

- When respondents were asked to name things they had tried to learn or find out or come to understand, they named a wide variety of "information things." Some of these were what might be traditionally called INFORMATION_1. A substantial number, however, were clearly not objective information. For example, in addition to wanting to find information on options and procedures, respondents indicated that they wanted to understand the underlying reasons and causes of their situations, as well as the ideas and opinions of others. (Chapters XII, XIII)

- Collecting information per se was rarely mentioned as a utility or reason for looking for different information things. Often cited utilities, however, clearly suggested that respondents were informing themselves; getting clarification of reasons, causes, underlying motives; getting social support and confirmation; getting self-control. (Chapter XII)

- Respondents in all kinds of situations including respondents in situations where they had no expectation of resolution, reported substantial seeking of information things. (Chapters XII, XIII)

- When respondents freely described their situations, most of the emphasis was placed on the external behaviors or internal states of self or others. Relatively little attention was focused on the non-human reality which INFORMATION_1 describes best. (Chapter X)

- A distinctive "comprehending" strategical approach emerged from the data. The approach, however, was only partly focused on INFORMATION_1 (facts, details). It was also focused on getting understanding and getting a better way to look at situations. (Chapter VIII)

- Respondents in resolved situations had as many questions about their situations as had respondents in unresolved situations. In essence, they were still informing themselves, despite the fact that they considered their situations resolved. (Chapters XII and XIII).

The intersection of these findings supports the expectation that these respondents were focused on getting informed, not on getting information.

People inform themselves when and where they can

In describing how they coped with their situations and how they found "information things," respondents indicated that they were frequently informing themselves but doing so when and where they could.

- In describing the events in their situations on a time ordered time line, respondents indicated that they used a wide variety of tactics. Many of these were respondent initiated. A sizeable number were passing observations or events in which the respondent was acted upon by someone or something. Each of these was an input to the respondent's understanding of his situation. Some inputs seemed to be received by accident; others, purposively. (See Chapter X)

- Although in their time line descriptions respondents rarely named connections to sources as a tactic, when asked how they found information things, this was the most frequently used tactic. The fact that these connections were not seen as discrete events on the time lines adds support to the notion that informing is a continuing process that happens when and where it can. (See Chapter XII)

- * Respondents also indicated relatively low use of formal information sources. Most of their sources were friends, co-workers, or members of their own families. (See Chapter XII)
- * Of the other people that they said were involved in their situations, respondents indicated a variety -- merchants and sellers, family, friends, and co-workers, as well as "formal" institutional "helpers." (See Chapter XI)
- * Information sought by self-initiated respondent action (active pointing/directing in which a respondent focused on an entity or directed his own movement) was that most successfully found. (See Chapter XII)
- * The most sought-after information things were not necessarily judged as the most helpful. It might be inferred that what respondents thought would be informing at one point in time was not necessarily informing at another point in time. In the intervening interval, it is likely that the understandings of situations changed, along with the helpfulness of different kinds of information. (See Chapter XII)

The findings intersect, then, on the notion that respondents were picking up "information things" as they moved through their situations -- sometimes by design, sometimes by accident.

Informing occurs in the context of time-space bound situations

A number of situational variables were used to assess the utility of various situational descriptors for looking at general coping behaviors and at information behaviors in particular.

- * One situational descriptor that emerged was respondent movement state, indicating whether the respondent saw himself as choosing between options (decision state), getting around an obstacle (problem state), lacking control (worry state), or trying to get facts and understand something (comprehending state). The results indicated that the average respondent was likely to be in two or more of these states. Despite this overlap, respondents in different movement states showed marked differences in how they described their situations, how they coped with them, what information they sought, how they sought it, whether they found it useful, and how they found it useful. Generally, then, where a respondent saw himself as moving was a strong situational descriptor. (Chapters IX, X, XII, XIII, XIV, XV, XVI)

- * Time was also a strong situational descriptor. Coping behaviors changed as respondents moved through their time lines. Respondents in resolved situations saw situations differently and coped differently than did respondents in unresolved situations. (Chapters IX, X, XII, XIII, XIV, XVI)

- * Varying kinds of embeddedness were also shown to be useful situation descriptors. Both situational embeddedness (the degree to which a situation was tied in with other situations) and perceptual embeddedness (the degree to which a situation was difficult to get at the heart of) varied across the decision, problem, worry, and comprehending states, as well as across resolution state. (Chapter IX)

Generally, then, the results indicate that a number of different attributes of situations were useful in providing cues on general coping behaviors and on information behaviors in particular. Where a respondent was in time, where he saw himself going, whether he was moving alone, or with others, whether his situation was tied in with others -- all these showed some consistent differences.

Situationality must be assessed by communication

Although the differences indicated above on such behaviors as information seeking were often large when compared across various situational descriptors, the results indicated that an observer interested in knowing where a given individual was in time and space would need to ask. The need for individual assessment was indicated across a wide spectrum of findings. A few findings make the point most clearly:

- * Topic focus of situation showed virtually no relationship to whether a respondent was in a particular movement state or where he was in time. (Chapter VI)

- * The utilities of either information types or tactics could not be predicted automatically from the types or tactics. While some pattern did emerge (e.g. option information was more helpful in making progress toward resolution; reasons were more helpful in getting clarification), individual respondents showed their own unique perceptions. (Chapters X, XII)

* While the decision, problem, worry, and comprehending typology and the resolution state showed patterns of relationships consistent to a variety of coping and information behaviors, again substantial numbers of individual respondents veered from the norm. (Chapters X, XI, XII, XIII, XIV, XV)

* Hypothetical situations showed marked differences in coping behaviors from actual situations, suggesting that without the context of real situations, respondents said they would do things differently than they actually did. (Chapter XV)

* Perhaps the strongest case for situationality was shown in the cross-sample comparison where responses from General Population, Asian, and Black respondents were compared. Results indicated that the greatest differences between these subgroups, other than on quantity measures of articulation, were found in their perceptions of their situations and in their assessments of the value and utility of different approaches and different information types. Their differences, then, were primarily perceptual. (Chapter XVI)

* Respondents themselves stressed the notion of situationality. When asked what they would want an expert to know about them and their situations, they had a wide diversity of answers focusing on attributes of their own situations, their own behaviors, and their own internal states. (Chapter XIII)

Generally, then, the picture that emerges is one in which situational descriptors were helpful as cues, but pinpointing a given respondent required looking at his particular perceptions.

Listening is not enough

Several analyses looked specifically at articulation styles and whether they were useful for determining where an individual was in time, where he was heading, and what he found lacking in his situation. While this survey was not done in the context of a client-practitioner setting, in-depth interviews indicated that respondents did not spontaneously articulate implications for movement.

* Coders were infrequently able to code even in-depth articulations

into one of the decision, problem, worry, and comprehending states. They were also infrequently able to code situations as "information needs." (Chapter VII)

- The most easily codeable articulation style was the "complaint," which gives the listener no clear indication of movement implications. (Chapter VII)
- Even when coders were able to judge situations as being in a particular articulation style, their assessments did not necessarily agree with how respondents saw themselves. (Chapter VIII)

Thus, the data indicate that, at least in the context of this survey, respondent articulations provided neither frequent nor accurate implications for movement -- either the movement of a potential helper or the movement of the respondent. When respondents were asked explicit questions about potential movement states, however, they responded easily and articulately.

A resolution isn't just a solution

Traditional conceptions of what a resolution is were contradicted frequently by the data. These respondents saw resolutions as something much broader than the traditional concept of "solved."

- A sizeable number of respondents indicated that they were in situations in which they never expected a resolution in any absolute sense. Yet, when asked if they were helped by different information types, these respondents had a variety of answers which suggested they were looking at outcomes other than resolution (e.g. self control, clarification). (Chapter XII)
- Different coping behaviors and different information types were assessed in terms of their utilities to respondents. In both cases, the non-helpful behaviors and information types were judged as non-helpful because they didn't help the respondent make progress toward resolution. Interestingly, however, helpful tactics and information were both judged on a wide variety of utilities, including making progress as well as getting support, getting clarification, gaining self-control, learning about procedures. In a sense, then, things which helped had a variety of ways of "making progress," some of which had little to do with solutions. (Chapters X, XII)
- When respondents in unresolved situations were asked why their

situations were not resolved, they gave a wide variety of responses, many of which suggested they had no expectation of any absolute solution. (Chapter XIV)

Generally, then, the data suggest that the concept of resolution needs to be enlarged. These respondents saw a number of utilities for various coping behaviors and, most importantly, for different types of information.

Needs assessment must be a continuing process

From a number of unrelated sections in the findings comes evidence of the need for continuing, many-pronged assessment of needs and perceptions.

* Analysis showed articulations over time to be unstable and changing. In particular, assessments of movement implications for both helper and respondent as judged by coders changed radically over time. (Chapter VII)

* Most convincing was the fact that respondent perceptions of whether their situations were resolved or unresolved showed substantial change over time, suggesting that the very process of interviewing changed perceptions. (Chapter VII)

* An analysis of topic distributions of situations across a number of studies showed the impact of such factors as year, season, and observational base on the need distributions obtained. (Chapter VI)

Thus, the data indicate that when dealing with individuals or planning to serve collectivities, there is a need for procedures which continue assessments yet at the same time allow a stable enough picture to emerge that the practitioner can make effective and efficient moves.

The information practitioner faces some negative expectations

In a number of ways, the data suggested that the information practitioner interested in developing or expanding services for citizens may face negative expectations and lack of interest.

* Few of these respondents used formal sources in the process of coping with their everyday situations. Even fewer used sources that could be called information practitioners. (Chapters X, XII)

- Information that was sought from formal sources was seen as slightly less easy to access and was slightly less successful in being found. (Chapter XII)
- Respondent expectations that a library would have helpful information for their situations was low. (Chapter XIII)
- As noted earlier, respondent emphasis on information per se was generally low. (Chapters VII, X, XII)
- While respondents indicated that they often saw their situations as decision situations, they rarely indicated that they explicitly compared two or more options at one time. Yet, this decision matrix approach is traditionally favored in information services. (Chapter X)
- Finally, respondents indicated that the decisioning strategy was among the least preferred. In contrast, the interpersonal approach to situations (talk to someone, complain to someone, find someone who agreed with you) was the most used. (Chapter X)

Generally, then, the results suggest that not only do few citizens use formal information systems in everyday situation facing now, but their expectations for the helpfulness of such services as now defined, with their emphasis on information per se and decisions, would be low.

There is a role for the information practitioner

Despite the pessimistic findings above, the data clearly intersected on a number of findings suggesting a potential role for the information practitioner.

- There was considerable information seeking by respondents in all kinds of movement states and at different points in time. (Chapter XII)
- The least used tactics -- get someone to help and change view of situation -- were judged most helpful. The former suggests a role for the practitioner; the latter suggests a possible characteristic of that role. (Chapter X)
- Respondents had as many questions to ask a hypothetical expert as they had themselves sought answers to in their situations. This was as true for respondents in resolved situations as it was for respondents in unresolved situations. (Chapter XIII)

Thus, the data suggested a natural role for the information practitioner in involving himself to make the informing process more effective for the client.

Conclusions

Today, information agencies, public libraries in particular, are concerned about their relatively low use by the public. Indeed, this report verified that formal information agencies were infrequently used in coping with everyday problems, worries, and concerns. However, information behaviors of the respondents, information seeking in their situations, and questions for the hypothetical expert about their situations, indicate that information is sought and used. By increasing their knowledge of how information can be helpful to clierts, information practitioners can multiply their effectiveness with the clients, thereby affecting positively client expectations of the information practitioner.

This chapter has explored ten broad trends from the data. These were:

1) Information is a means, not an end.
2) Information is that which informs.
3) People inform themselves when and where they can.
4) Informing occurs in the context of time-space bound situations.
5) Situationality must be assessed by communication.
6) Listening is not enough.
7) A resolution isn't just a solution.
8) Needs assessment must be a continuing process.
9) The information practitioner faces some negative expectations.
10) There is a role for the information practitioner.

Throughout this report, specific implications for the information practitioner have been drawn from specific findings. These trends in the data suggest a large picture: As information practitioners throughout the country expand their services or develop new services to help the average citizen with his everyday needs, there is a need to look beyond traditional conceptions of information systems. Instead of emphasizing information per se, such services must emphasize "informing." Instead of treating the client as a rather passive recipient, the practitioner will need to redefine his role into that of someone who helps the client instruct himself. Instead of thinking of predicting client needs in advance, the practitioner will need to be skilled at dealing with a unique client and eliciting his own particular perception of situation. In particular, the practitioner will need to be skilled at determining how the client is moving and how he can help. Instead of measuring success in terms of the number of "informations" delivered, such services will need to measure success in terms of the utilities which clients are looking for.

In essence, the data suggest the need for the development of flexible systems which are capable of dealing with individuals as individuals. The information practitioner will need to be skilled at using alternative communication strategies in interacting with clients. This study is seen as a first step -- a step toward creating some of the kinds of awareness of clients that will be needed in effective, communication-based information systems.

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APPENDIX A

NOTES FROM THE CONCEPTUALIZATION MEETINGS

Background

In the Fall of 1974, the Project Investigator launched a series of meetings attended by faculty and students at the University of Washington School of Communications. Purpose of the meetings was to explore possible approaches to the Phase I project. This appendix includes the notes from those meetings.

Attending the meetings were:

Dr. Brenda Dervin, Assistant Professor of Communications and Project Director/Principal Investigator

Dr. John Bowes, Assistant Professor of Communications and Project Faculty Consultant.

Dr. Keith Stamm, Associate Professor of Communications and Project Faculty Consultant.

Dr. Richard Carter, Professor of Communications and Project Faculty Consultant.

Mr. Edward Hall, Doctoral student in communications and Project Research Assistant.

Ms. Linda Dethman, Master's student in communications and Project Research Assistant.

Ms. Rita Fujiki, Master's student in communications and Project Research Assistant.

Ms. Diane Tefft, Doctoral student in communications.

Ms. Betty Winfield, Doctoral student in communications.

Mr. Robert Lanier, Doctoral student in communications.

URBAN INFO NEEDS PROJECT

October 9, 1974

Conceptual Meeting

After introductions, the first conceptual issue which was raised was distinguishing between information and informing. It was suggested that informing was a more situational concept, while information was more individual. Perhaps both approaches are necessary to deal with the conceptual and operational tasks of this project.

It was then suggested that people are coming to agencies and seeking help in very different ways. Three that were posited were:

1. A person who comes with an expectation of a solution.
2. A person who has a pretty good picture of the problem and the solution and all he needs is a piece of information.
3. A person who has a more "global" problem.

The question was raised here: "What other difficulties are there besides problems?"

The issue of people who will not utilize information systems was then brought up. A distinction was made between:

1. A person who won't use the system (has to be somewhat aware of the system not to use it; more homogenous group).
2. A person who is unaware of the system. (diverse group)

It was agreed that both groups were hard to reach.

The question again arose whether the focus should be on the individual or on the situation. It was suggested that a more actuarial unit of analysis, one which would combine both, would be useful. An example of this combined perspective was given: Lewin's life-space notion -- an individual at a particular point in time. It was added that most information research to date had focused totally on demographics (individual) or on topical (situational) concerns, but had not combined both.

A matrix was then constructed on the blackboard which illustrated ways people have and could look at information:

	Info.[1]	Info.[2]	Informing
Info. problems of citizens as individuals			
Info. problems of citizens as members of collectivities			

Information^1 ---innate structure or pattern within object. Traditional info. needs literature deals with whether people have Info.^{1} or not.

Information^2 ---structure imputed to objects by people, not constrained to Info.^{1} General assumption that people get info. from "what's there," but people get stuff that isn't there.

Informing ---procedure you engage in, in order to get what you don't know.

Discussion of Matrix:

Info.^{1} was described as adaptive, because there isn't perfect order. Info.^{2} isn't necessarily adaptive. Agencies characteristically deal with Info.^{1} and neglect the presence of Info.^{2}, possibly because they can't give out Info.^{2} It was stated that any agency must have a mechanism to deal with Info.^{2} person (person who doesn't want to adapt) or the system will boomerang. Info.^{2} must be dealt with because people don't want to operate within the Info.^{1} boundaries.

The informing part of this matrix deals with teaching people how to utilize Info.^{1} and deal with Info.^{2} -- finding out what to do when you don't know what to do. Agencies could be instructive in helping people to inform themselves. In general, hardware people have thought the only problem was to retrieve Info.^{1}, but the problem is more complex -- tactics to get people informing themselves about Info.^{1} and dealing better with Info.^{2} One possibility for dealing with Info.^{1} would be teaching people how to utilize feedback.

The last part of the discussion dealt with Phase One of the project, heading toward a conceptual unit which would also be useful actuarily. Such a unit would deal with both practitioner and client (source and receiver). Perhaps such a unit would allow practitioners to be able to articulate or describe movement from Info.^{1} to informing. (This would connect back to links between the individual and the situation?)

URBAN INFO NEEDS PROJECT

October 16, 1974

Conceptual Meeting

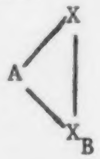
In describing people as they come to an information agency, an analogy was suggested: that people approach an agency with their own individual puzzles in various (stages, degrees, increments, states) of completion with the range of puzzle completion indicating the range of information help required from the practitioner. This analogy, however, can be used to describe only a sub-set of people seeking help. Some may not wish to play the puzzle game; others may have already formed a completed but "incorrect" solution.

The articulation of problems which occur between the client and the agency representative was the focus for the rest of the meeting. Here, also, the puzzle analogy was posited as useful. Just as putting together the borders of a puzzle is a helpful first step in puzzle completion, establishing the boundaries of the client's problem is a useful beginning for problem articulation.

This brought the discussion to a focus on the notion of "ideas" and how "ideas" are qualitatively different from a strict "information" approach. The puzzle analogy focuses attention on bits and the way bits are put together. "Ideas," on the other hand, are qualitatively different because of the subjective differences between one observer and "reality," or between one observer and others. Similarly, by shifting from an individual to a group level of analysis, cultural or sub-cultural differences in world view can also account for qualitative differences in ideas. Examples used illustrated differing kinds of organizing rules that people might have for puzzle completion.

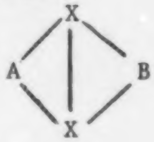
Although articulation deals with ideas, it was suggested that problem articulation is not predicated on the "sharing of ideas" for myriad reasons (e.g. because client and practitioner do not usually assume equal status). It was suggested that a distinction between "comprehension" and "understanding" would be useful in this context. This distinction was illustrated with the following sketch:

Comprehension



which deals with one picture, and "checking" is one way -- i.e. does one person comprehend the other?

Understanding



which deals with two pictures, and "checking" is two way -- i.e. are two people comprehending each other?

It was noted that the process of "checking" (a feedback notion) is essential to both comprehension and understanding. "Checking" is essential to the informing process (see last week's notes). "Checking" is also something that might usefully be taught to clients so they can inform themselves.

URBAN INFO NEEDS PROJECT

October 22, 1974

Notes from Discussion Dervin and Hall/Dervin and Bowes

1. A person has "stopped". He is seeking information/advice/help. Why? One view: he wants to move, but he: a) has no clear option for movement; or b) he has too many undifferentiated options for movement. If he was able to choose an option (or had an option), he might not stop. On the premise that there is always more than one option available, how useful is this matrix:

	OPTIONS 1......................n
ATTRIBUTES FOR DIFFERENTIATING OPTIONS 1 - n	(data that applies attributes to options)

Simple example: buying a TV set. Different TV sets might be options; attributes such as cost, tube life, etc., would be used to differentiate between options; data would allow one to rank order objects on each attribute.

Within this context, we can talk about:

(a) an undifferentiated but complete matrix -- a totally info$_1$ matrix with all options and all attributes plus data.

(b) a resolved (interpreted matrix) with attributes rank ordered to fit the needs of the client.

> Thought: often, undifferentiated matrixes ("objective" matrixes) can not be resolved with the clients' rank of attributes. The TV set matrix, for example, leads to a "random" matrix (i.e. the sum of the vertical ranks are =).

2. The client-info practitioner interaction could be seen as having a number of different (and, perhaps, hierarchical) components:

   (a) information delivery -- delivery of an undifferentiated but complete matrix -- delivery of info_1.

   (b) information interpretation -- resolving the matrix to fit the attribute ranking of the individual -- i.e. a beginning "informing" process.

   (c) information advocacy -- a point at which the ip (info practitioner) helps (or suggests?) the client's "best" option given a resolved matrix.

   (d) resource advocacy -- a point at which the ip steps into the delivery system to obtain the "best" option for the client.

3. Referring back to No. 1, it might be possible to look at the components of the matrix as having a hierarchy based on: 1) temporal demands; 2) availability of info; 3) difficulty demand. Can we think of an individual resolving the matrix unless he has both options and attributes as well as data? One might have a data point (e.g. Sony cost $125) -- the intersection of one option, one attribute, one piece of data. But resolution would demand all three.

4. Referring back to No. 1, the discussion begins to distinguish between types of info_1. Question? Can a distinction be made along another dimension -- info about options versus info about ways to access options? The former has typically been called a "content" emphasis; the latter has typically been called a "structure" emphasis. The matrix suggested in No. 1 seems to be focused on "content." The ip might deliver such a matrix (even up to the info advocacy point) to a client and still find a need for "resource advocacy" because the client does not have (or wish to have) info about dealing with the system. Simple example: client wants money for emergency food. Matrix might show these options: food stamps, welfare, etc. Matrix might show these attributes: length of eligibility, income criteria for eligibility, etc. A resolved matrix might show that client is eligible for two options but wants one -- say, food stamps. At which point, the client takes no action. One reason: no info about how to deal with food stamp bureaucracy. We can think, therefore, of the ip in some cases needing to provide second info package on how to assess the system.

5. While from a communications perspective, it might be possible to say that there is no one "best" option for a person to take, ips get quickly mired in confounded "helping" goals. Ignoring for the moment possible self-maintenance and other biases that might be present, ips (as shown in literature) typically cannot (or do not) ferret out such goals as education, comprehension, understanding, persuasion. Most agencies are predicated on some (often unstated) assumption about what "best" options are.

6. Another observation on ips. Is the "dike holding" problem (i.e. ips aften talk of their jobs as a long, endless effort to keep the holes in the dike plugged up and, as a result, have short endurance in their jobs) related to No. 5?

7. From the client's perspective, it might be possible to handle more client intake states by taking the option matrix suggested in No. 1 and applying it to the personal aims of clients in different situations. This exercise might make progress in accounting for some of the different possible info_2 outcomes that result after "informing" on the basis of the same info_1 matrix. We can think, for example, of:

   (a) a client (as suggested in No. 1) who wants to make a move but has an "open" matrix -- one that he wants to fill and resolve; or, one that is partially full and he wants to resolve; or one that is full but he wants reordered.

   (b) a client with a "closed" matrix -- i.e. he knows what he wants to do but has been forced to contact ip or has had his matrix "shaken up" (e.g. the hypochondriac is one who wants to be "sick" but has gotten too many "you look better" messages) -- one who wants to stabilize an already resolved matrix.

   (c) a client who wants to make a move but upon resolving the matrix ends up with a "no move" resolution -- i.e. more than one option with equal ranks on relevant attributes.

8. No. 5 above brings up the problem of perspective. From whose perspective is info_1 adaptive? No. 7 deals with client perspective to some extent. How about ip perspective? system observer perspective?

URBAN INFO NEEDS PROJECT

October 23, 1974

Conceptual Meeting

Part of the problem with the concept of "information control" as it has been discussed by past research is that the points of view are confounded. One way to examine that approach to information control is via a matrix analogy similar to the kind used in CONSUMER REPORTS, where a range of options are compared on the basis of common attributes, thus:

	OPTIONS			
	O_1	O_2	O_3	O_4
ATTRIBUTES a_1				
a_2				
. . a_n				

Given a purely info$_1$ approach this matrix would include all possible options in a given decision situation and all possible attributes for comparing those options. The matrix would also include data for making that comparison. At some point, however, this matrix has to move into the world of info$_2$, where people can in some way rank the attributes, add some, drop others so the outcome applies to the individual.

The trouble with using this kind of matrix approach is that it only accommodates user needs if the user wants to operate within the matrix -- or the way the system is organized. Conceivably, many people would not be inclined to use this matrix. Yet, millions of dollars are currently being spent on building such information matrices. This raises questions:

- Where does the matrix stop and where should other processes enter in?
- If you had the opportunity to re-invent a system to solve people's problems, could you come up with a non-matrix system?

* Looking at the totality of behavior problems, is information as useful as we think it is?

* What kind of information processing strategies are used in non-matrix situations?

As things are now, people need practice in accessing the system. Most agencies assume that people are not only practiced at accessing the system via something like a matrix, but also that their behavior is determined by a matrix kind of approach. (In many cases, agencies must take this approach because of equal access to information mandates where all options must be explored).

The thing about information is that everything else being equal, a person won't (or even shouldn't) use it. Not wanting to attend to information is not a deviant thing. If we can understand this about information use, then we can go about understanding the conditions under which it is actually used. An information service and a communication service are different systems. A communication service helps people to inform themselves and would allocate its resources thusly. Within this context, it is also important not to assume that there are stable information using characteristics of a person -- situational constraints are probably more important in information management.

URBAN INFO NEEDS PROJECT

October 30, 1974

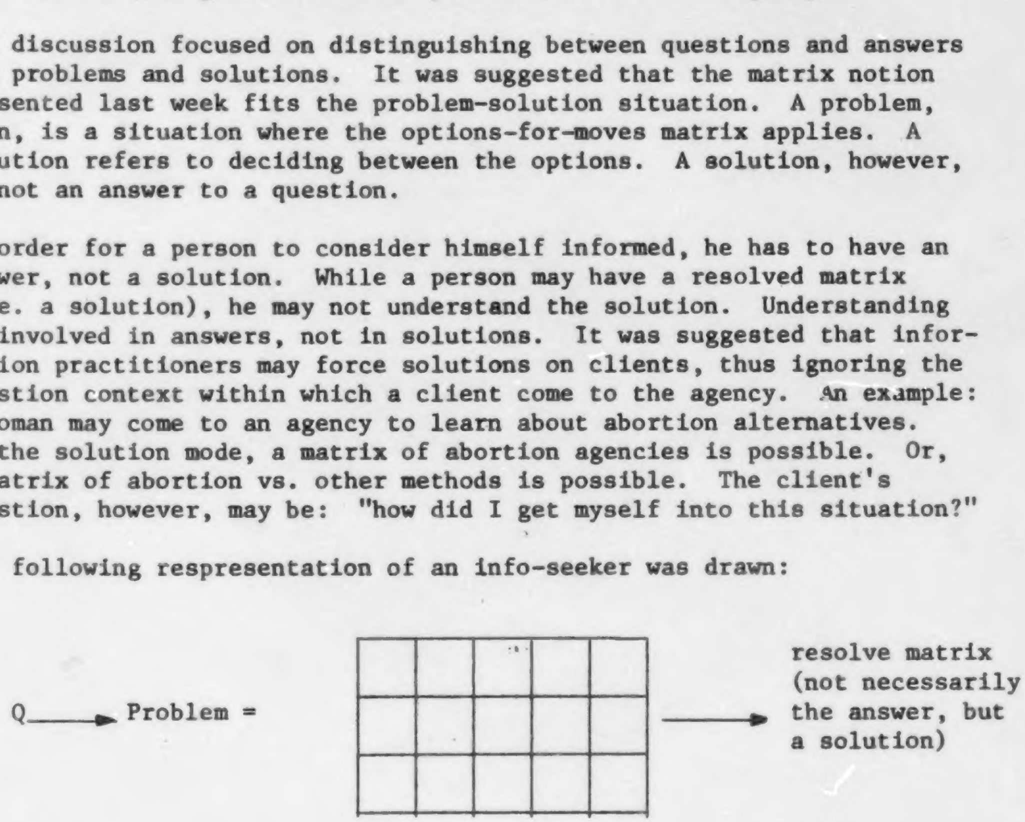
Conceptual Meeting

The discussion began by looking at the assumption that people shouldn't use info because it's a detour. It was suggested that some problem situations make the detour reasonable. The discussion proceeded from this point to talking about how to look at a person who becomes an info seeker (who goes to an info practitioner or info agency).

The discussion focused on distinguishing between questions and answers and problems and solutions. It was suggested that the matrix notion presented last week fits the problem-solution situation. A problem, then, is a situation where the options-for-moves matrix applies. A solution refers to deciding between the options. A solution, however, is not an answer to a question.

In order for a person to consider himself informed, he has to have an answer, not a solution. While a person may have a resolved matrix (i.e. a solution), he may not understand the solution. Understanding is involved in answers, not in solutions. It was suggested that information practitioners may force solutions on clients, thus ignoring the question context within which a client come to the agency. An example: a woman may come to an agency to learn about abortion alternatives. In the solution mode, a matrix of abortion agencies is possible. Or, a matrix of abortion vs. other methods is possible. The client's question, however, may be: "how did I get myself into this situation?"

The following respresentation of an info-seeker was drawn:



The question was then raised whether people structure their info needs in terms of matrices. A second question was whether people go both from questions to problems and from problems to questions. It was reiterated that we shouldn't assume that questions and answers are the same as problems and solutions. Questions may act as a battering ram -- a way to get into the system in order to get at a problem. Or, clients may pose a problem simply because they feel that is what is expected of them. It was suggested that solutions may produce informing (or may not). Solutions would do so only if they become part of an answer. The idea of getting answers would connect with a communication system rather than an information system.

The question was then raised as to whether answers (not solutions) may also be in matrix form. The discussion suggested that matrices apply to the case of choice between alternatives and that not all questions demand this kind of answer (e.g. a wish to simply understand a situation). It was suggested, however, that the matrix notion could apply to problems where alternative problems take the place of alternative solutions. It was also suggested that some clients have immense and complex problem matrices -- problems within problems. It was suggested that some agencies are unwilling to look at such complex problem matrices and zone in on one problem, quickly pushing it to a solution matrix. It was suggested that info practitioners should not make decisions about moves for people; rather they should talk about possibilities. However, many agencies are mandated to make moves (acceptable to them) and try to make people fit their solutions.

The meeting ended with raising of another question: are we collapsing problem solving and decision making?

URBAN INFO NEEDS PROJECT

November 6, 1974

Conceptual Meeting

A communication system that deals with information needs is not the same as a system that deals with storage and retrieval of information. On one hand, for example, library types of information systems require the user to adapt to the system; the user must adapt his information request to the language and associated logic set developed and implemented by the library for the purpose of efficiently organizing, storing, and retrieving recorded materials. On the other hand, a communication system designed to service individual information needs ideally would reverse this pattern of adaptation by adapting to the user, or at a more practical level, would at least provide an interface between the user and the system. Although library types of information systems are not equivalent to the type of communication system that services individual information needs, an examination of the historical development of libraries and their functions, from the point of view of improving user utility, would perhaps be of benefit to the conceptualization of the type of communication system which is the focus of this project.

Current perspectives concerning information systems are influenced to a large extent by the now dated assumptions upon which libraries were developed. Libraries originally came into existence hundreds of years ago primarily as centralized places to store and protect written materials. The assumption that centralized storage and protection were worthwhile was justified at that time. Then, as the volume of stored materials increased, it became necessary to develop some sort of organizing system by which the materials could be classified for efficient retrieval. Two of the assumptions upon which such classification schemes were developed are that knowledge is hierarchical and that the units (books, pamphlets, etc.) which describe this hierarchy of knowledge could be referenced using natural language. Since it is possible to question the hierarchical nature of knowledge, and since the maximum referential capabilities of natural language can now be estimated at approximately 67%, these two assumptions are open to challenge. And the present tendency for scientific output (knowledge?) to double every ten years, the vast increase in hardware capabilities to process, reproduce, and tele-communicate information -- these are but two of the relatively recent indications that the assumption that there is value in the centralized storage of information is no longer tenable. It would perhaps be instructive to contemplate re-inventing the library system.

The functional unit of the library is the book (or other item of recorded material). Yet the book lacks structural-functional utility with respect to the information needs of library users. If a library were better to serve the information needs of the users, it would be necessary to develop or invent an appropriate unit, or set of units, capable of expressing the interface between the user and the library. Concerning non-library information systems, the invention or development of functionally equivalent units would have similar utility. The development of a "language" with greater referential capability than natural language would be a necessary beginning to re-inventing the library retrieval system.

Perhaps the most important task which can be gleaned from the brief discussion of library types of information systems above -- a task which would be appropriate to this project -- is to explore the invention of useful functional units for a communication system that deals with the specific information needs of the individual urban resident.

URBAN INFO NEEDS PROJECT

November 14, 1974

Conceptual Meeting

Attention was focused on the four research questions mandated in the proposal:

1) How do citizens state their information needs?

2) What are the expectations of actions required to meet needs?

3) What are expectations for need resolution?

4) What information processing strategies are preferred by citizens?

The point was made that No. 1 could be considered as part of No. 4 and No. 4 as part of No. 2. All of these can be seen as part of a total complex of behavior with temporal contingencies (like beads on a string). The question becomes: can this project look at those behaviors that occur before a person comes to an information agency? The notion here is that a great deal has occurred temporally prior to the client's choosing the single option of making a contact with an agency.

The broader questions can look at such issues as: what kinds of situations lead people to need information? what kinds of paths do people take which could be called "information processing paths"? Such a focus would open up possibilities for understanding the conditions under which people make the information detour. Understanding in this case must be in terms of the total temporal sequence. Once a sequence is established, it should not be chopped up. To chop it up means you don't find out about behavior...but only about a lot of unconnected activities. It might be useful at some point to have a set of citizens invent even the beads they put on the string as well as tell us about the sequences of their beads.

A number of options for tapping situations, information strategies, and information tactics were explored:

- Asking citizens what they would do in response to a set of hypothetical situations prior to defining even the situation in standard information-seeking terms (e.g. the policeman is at the door not your son has just been arrested).

- Asking citizens which of a set of various beads they would use at sequential steps.

This approach was seen to have a number of advantages -- namely, it focuses on the client's view rather than on the establishment's view (e.g. it does not assume information is the chosen option... or even a relevant option).

The notion of a "reverse survey" was discussed, where citizens are brought in to respond to our research interests rather than answering in conventional survey form. This approach has the advantage of reducing distractions and increasing interaction time (allowing for inclusion of an informing process vis-a-vis the research interest itself). While such a research tactic may not be suitable for the larger scale contact with 600 citizens, it may be quite feasible for the citizens' advisory group which will be assembled at the first part of next quarter.

Some discussion focused on the constraints of the project in terms of what must be provided to meet the proposal mandate: what type of data was promised? what kind of presentation was promised? It was suggested that the proposal mandate offered a great deal of freedom. Major constraints suggested: the need to present results in a way that communicates to primary readers of the project; need to address results to action recommendations for information practitioners, and, in particular, aiming toward the eventual developing of training modules for the practitioners. It was tentatively suggested that action recommendations might well become the focus of the entire project report.

APPENDIX B

SUMMARY OF CONSULTATIONS WITH THE PROJECT TECHNICAL ADVISORS

(Dated: April 1975)

Introduction

In the conceptual development and questionnaire design phases of this project, input was solicited from four technical advisors, all of whom have considerable experience and expertise in library and information sciences. It was felt that this type of input was particularly important both as a supplement and a check on the thinking of the project staff. The four technical advisors were:

> Dr. Jeffrey Katzer, Associate Professor, School of Information Studies (formerly Library Science), Syracuse University, Syracuse, New York. Dr. Katzer has his Ph.D. in communications research from Michigan State University. At Syracuse, he teaches courses in library and information center management, interpersonal communication, cognitive psychology, and research methods. He is considered an expert in research on information system user needs, social science statistics, and the establishment of computerized information systems.
>
> Dr. Margaret Monroe, Professor of Library Science, University of Wisconsin, Madison, Wisconsin. Dr. Monroe was formerly the Director of the University of Wisconsin Library School from 1963-1970. Prior to that time she served as a faculty member in Wisconsin and at the School of Library Service at Rutgers University. She is the author of numerous publications relating to the innovative aspects of library service to adults. She was director of the Library Social Action Institute funded by the Office of Education at the University of Wisconsin.
>
> Mr. Edward Warner, Director, University of North Dakota Library, Grand Forks, North Dakota. Prior to taking his present position in 1973, Mr. Warner served as Library Planner for the Regional Planning Council of Baltimore and as Project Director for the large-scale Office of Education-funded study of the information needs of urban residents conducted in Baltimore.
>
> Dr. Douglas Zweizig,[1] Assistant Professor of Library and Information Sciences, University of Toledo, Toledo, Ohio. Dr. Zweizig holds his 1973 doctorate in information transfer from Syracuse University.

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[1] Dr. Zweizig was a technical consultant during the first nine months of this project. He then moved locations to become an Assistant Professor in the School of Librarianship at the University of Washington. At this time he also began more active participation in the project.

His doctoral dissertation on "predictors of library use" is a landmark study in the application of communication research principles to the problems of librarianship. He teaches courses in information systems and communications at Toledo and is expert in the use of survey research methodologies.

Consultation from these four advisors was provided at two points in the conceptual development and questionnaire design phases. All four advisors received a copy of the original project proposal and its supporting materials. In addition, the advisors also received a copy of pre-test #1 with its supporting rationale. For Warner and Monroe, consultation was done by phone and letter after each had reviewed the two mailings. For Katzer and Zweizig, consultation was done during a one-day intensive meeting in Seattle in December, 1974.

The purpose of this report is to outline briefly the principal inputs from the four technical advisors in the following areas:

1) initial conceptualization
2) questionnaire development
3) data analysis

This report is compiled from detailed correspondence in which project materials were discussed and evaluated by the advisors and from transcripts of tape recorded meetings. No attempt is made to distinguish between the different sources of comments since so much of the process was interactive.

Input for conceptualization

* In the discussions, the following distinctions were made between articulation, translation, and negotiation. Articulation deals with the way in which a person states a situation. Translation is the restatement of a situation in terms which may be amenable to resolution within the societal system. Negotiation is the implementation of measures intended to resolve the situation. It is anticipated that information practitioners most frequently view their function as that of negotiation, which places the burden of articulation and translation upon the individual. This project employs a different focus -- a communication focus. Such a focus requires viewing the information practitioner-client interaction as a communication activity which implies that information practitioners should be able to assist in both articulation and translation of client situations into system terms before attempting to negotiate. Articulation is seen as the principal focus of this Phase I survey.

* This study should try to get at life-facing situations in a way which will pull from respondents all possible kinds of "need" situations, many of which may not be perceived as information related. Although the major focus of the study is on the use of information in facing everyday situations, the study must also be concerned with non-information related means of coping with life-facing situations. "Coping" is seen as at the same level of abstraction as "life-facing."

* "Problems" are but one sub-set of life-facing situations. Therefore, we should also try to tap non-problems which are a part of life-facing situations. In addition to "problem" situations, what other types of situations prompt individuals to seek and utilize information?

* It may be useful to distinguish between "information lack" and "information need" according to viewpoint. An "information lack" may be attributed by an outside observer (e.g. a professional information practitioner or a researcher), whereas an "information need" is the recognition on the part of an individual that information is required to attain a resolution for his own situation.

* Are "needs" synonymous with "information needs ?" No. We should be looking at how people state their needs, and then look at what sub-set of those needs are information related.

* If the respondent is only asked what information is required for resolution of a situation, the survey may well miss what we might term "residual information" -- the information the respondent has already internalized and considers adequate for resolution of his solution. Indeed, since the respondent also has this information in his head, he may not see the situation as an "information" situation.

* The development of a participant-observation type of research design intended to elicit information need statements in the context where they develop (as opposed to the environments established by professional information practitioners or typically by researchers) would provide a parallel study with great potential comparative productivity.

Input for questionnaire development

* Most of the questionnaire should deal with the respondent's perception of his own problems and how he copes with them. The only departure would be when the respondent is asked to assess the system and its potentiality for resolution of his situations.

* For this type of study, we should be as unobtrusive and open-ended as possible, trying to avoid cues, particularly cues that suggest "information" answers. The purpose here is to look at the role of information in the context of life-facing situations, not vice versa.

* The lead-in to the first question which solicits "unprompted" problems, worries, and concerns must be carefully handled to avoid the impression of imposing abruptness.

* Once the respondent has been allowed to define a particular situation without cuing, the use of fixed questions to explore that situation would be feasible.

* Throughout the questionnaire, it is vital that respondents not be allowed to see situations as information-related. We must be careful to avoid subtle cues as well as item order effects. Questions should be constructed so that they focus on coping strategies or tactics in general rather than simply on information oriented coping tactics. Indeed, coping strategies such as "ritualism" that have often been thought of as non-information in orientation might well have an informational component. Could not a library user check out a book in order to reaffirm or expand a ritualistic practice?

* Questionnaire wording must be such that respondents are not required to make the complex conceptual distinctions of the researcher. This will require sensitive framing of explanatory text and phrasing of questions in everyday language, readily understandable by all segments of the anticipated sample.

* Asking for problem, worry, and concern situations "in the past month" will probably elicit either the most recent situations and/or the most significant ones. It is expected that respondents to some extent will ignore the suggested time frame. We should be aware of the trade-off.

* There is a need to develop a set of questions to determine the respondent's perceptions of the uniqueness of his situation. Is it a recurring situation? Are certain aspects of the situation recurring? Is it a unique situation?

* We should also develop a set of questions designed to tap the extent of social embeddedness of the respondent's situation.

* We should be careful not to impose "rationality" or "rational coping" on the respondents. The decision matrix is, for example, seen as a "rationale" approach. If respondents use "decision matrices," this use should emerge naturally from open-ended items.

* Particular attention should be paid to the effects of question order, so that respondents are not forced to a picture of the world that contradicts their own view.

* A great deal of caution should be exercised in questionnaire construction in order not to impose the researcher's analytical and logical approaches to problem-solving or decision-making onto the respondents.

Input for data analysis

Analysis

* Is there a relationship between a perceived lack of situation resolution and perceived utility of information?

* One potential value of this research is to determine what percentage of people's coping tactics are information related.

* We might attempt a comparative analysis of 1) those situations which respondents perceive as being information-related, and 2) those situations which an expert views as information-related.

* It might be useful to analyze the sources of information employed (if any) according to the kinds of situations encountered.

* We must exercise caution concerning analysis of the hypothetical situations: will information utilization or power of logic and judgment be measured?

* If analysis of data is to look at "styles" of coping behavior as well as individual tactics, it will be necessary to develop some way of distinguishing between the two different levels. Does a given behavioral module represent one instance of a tactic (a *selected* tactic, indicating that "alternative tactic analysis" might be the behavioral *style*) or is the behavioral module itself directly representative of coping style?

* If characteristic coping strategies can be identified, information will probably play different roles, depending on the strategy. Can those roles be identified and investigated?

* Based on data analysis, try to get to some threshold idea of when different types of people finally call some situation a problem: an intensity measure of importance -- across situation types and across people types.

* Perhaps there is a systematic difference in the way the problem is articulated as a function of intensity.

* With respect to problem articulation, some people are able to translate their life-facing situations into system terms, and some people are not. An analysis of which people are which would be a productive lead for later phases of this project.

* Variables to consider as correlates of the particular strategies employed by respondents for coping: 1) topical (what kind of problems), 2) consequential (dealing with the relative importance of the anticipated consequences to the respondent), 3) situational (embeddedness or current importance of the problem -- as opposed to the consequences), and 4) demographic.

* One possibility, with respect to analysis of situational approach strategies, is to see who concentrates on attributes first, and *then* looks for objects which will fit those attributes -- versus who looks at objects first, and then identifies their attributes, weighing one off against the other. Does such a difference in approach strategies exist?

* If and when the above can be identified, a next question for analysis might refer to the way in which different people connect discriminating attributes: is it an "or" perception, which implies sufficiency -- or is it an "and" perception which implies multiple necessity as a requisite for sufficiency?

* With respect to the above: information attending and seeking strategies may be contingent upon the above distinctions. Or the kind of information one would want to collect might be dependent upon the above distinctions.

* An attempt to identify the use of information as a part of self-activated problem-solving behavior would be of particular interest to library science researchers and practitioners.

* Based on the demographic data, particular groups of respondents should be identified as being of special interest to readers of the final report, and such groups could perhaps be reported or summarized separately.

APPENDIX C

SUMMARY OF CONSULTATIONS WITH THE PROJECT INFORMATION PRACTITIONER CONSULTANTS

(Dated: May 1975)

Purpose

The proposal for this study mandated that input would be solicited from an "information practitioner advisory group" -- a group of professionals actively involved in meeting the information needs of the average Seattle citizen. Purpose of having such an advisory group is two-fold: 1) to insure a diversity of input; and 2) to insure that the research would be useful in a practical way to practitioners.

Identifying the universe of information practitioners

The overall objective was to bring together a group of information practitioners in order to obtain their inputs. In order to do so, it was decided that the selection of the information practitioners should not be done capriciously (via available contacts, for example), but rather on the basis of some attempt to assess the universe of possibilities and to make a reasoned selection of information practitioner representatives.

For purposes of making this search, seven criteria were established for identifying someone as "in" the universe. These were:

1. The information practitioners must be professionals or people who earn their livelihood by meeting the information needs of citizens.
2. The information practitioners must be involved in meeting the everyday needs of citizens.

> Reason: The term information needs is ambiguous and can cover myriad territory. By suggesting a concern for everyday needs, we can now use a standard -- the content analysis scheme of everyday information needs and problems developed. Warner et al. 1973 and Dervin 1974a. This scheme -- encompassing some 19 general need categories (e.g. education, housing, schooling, employment, family relations) and some 160 specific need categories (e.g. information on getting a job; information on job retraining, information on union apprenticeships) has been used to identify citizen needs in five studies.

3. The information practitioners should be involved entirely or primarily in information delivery and/or referral.

   Reason: An attempt was made here to distinguish between those professionals who deliver concrete resources (welfare benefits, emergency aid, etc.) as opposed to those whose job is to serve as a linkage or relay in the helping system.

4. The information practitioners should include both those who deal with across-topic needs (general focus) and those who deal with specific topics (e.g. an emphasis on employment).

   Reason: It was felt that the kind of insights available from information practitioners would vary, depending on the context of their information delivery/referral task. A practitioner who deals with myriad citizen needs would have a different focus from one who deals with only a specific category of needs.

5. The information practitioners should represent services to general population citizens as well as services designed for four specific minority target audiences (Asian, Chicano, Black, and Native American).

   Reason: The proposal mandated that Seattle's multi-ethnic minority communities receive specific and separate attention. Because ethnic-specific agencies are fewer in number, selection of specific minority representatives may require a relaxation of one or more of the criteria specified above.

6. The topic-specific information practitioners represented should be only those dealing with the most commonly referred to information need categories from the everyday needs list.

   Reason: An initial attempt to identify all relevant practitioners on the basis of the other criteria above resulted in some 150 eligible agencies (i.e. agencies with a total or major emphasis on information delivery and/or referral) across all need categories. In addition, time limits and lack of resources meant that there was no rigorous way of tracking down and being sure our assessment was accurate or complete. To reduce the task to more manageable proportions, it was arbitrarily decided to focus on the five most often mentioned categories in the phone survey of information needs in Seattle. This study showed that of the 1471 needs named by the 316 residents of Seattle (Dervin 1972a): consumer problems represented 16.8% of the needs; neighborhood problems 9.1%; education and schooling 9.1%; employment 7.7%; and housing 7.4%. These, then, were selected as the topic areas for the search of topic-specific practitioners.

7. At least one of the information practitioner advisors should be a trainer of information practitioners in the Seattle area.

   Reason: It was felt that inclusion of such a person would bring to the advising group a broad practitioner perspective.

The search

On the basis of the criteria delineated above, the following matrix was established for the search of information practitioners.

Practitioners with a focus on everyday needs										
General topic focus for target audiences						Specific topic focus for general audiences				
IP Training	Gen. Pop.	Asian	Black	Chicano	Native Amer.	Housing	Education	Neighborhood	Employment	Consumer
2	11	2	2	2	1	4	4	2	4	3

On the basis of this matrix, it was hoped that all 11 cells could be filled with all relevant information practitioners. For ease in selection, the search focused not on individual information practitioners, but on the agencies for which these practitioners worked.

The actual steps in the search were:

1. Members of the project team generated a list of all relevant agencies known to them. Phone calls were made to get recommendations of other possible agencies. This track-down process resulted in approximately 80 phone calls. Included in these phone calls were calls to the major funding sources of potentially relevant agencies.

2. A major source document -- the Human Services Inventory compiled by the City of Seattle Department of Human Resources (1973 issue) -- was combed thoroughly for relevant candidates among the some 400 human services programs operating in the Seattle metropolitan area.

On the basis of the search techniques outlined in the preceding pages, a total of 37 agencies were identified as potential sources of information practitioner advisors. The numbers in the cells of the matrix above represent the results of the search.

Selection of the advisors

On the basis of the search described above, a decision was made to obtain the consulting services of at least 15 information practitioners. It was felt that the limit of 6 suggested in the original project proposal was too few to represent the diversity unearthed in the agency search. However, no more than 15 information practitioners was practical because of funding limitations, given that each participating practitioner would be offered an honorarium.

In all, 19 agencies received the first letter requesting consultants, in the hope that the number of drop outs would not be greater than 4. The selection of the 19 first-contact agencies was done judgmentally by these rules: 1) at least one agency was contacted within each agency category as specified by the matrix; 2) additional agencies were contacted in a category if that agency had already expressed interest in being involved; 3) within the general topic-general population category all 8 agencies whose sole function was designated as information/referral were contacted; 4) where a choice had to be made, that agency whose function seemed to place emphasis on information/referral based on the available evidence was chosen; and 5) where no basis for a choice was available, random selection was used.

The 19 selected first-contact agencies were:

General information and referral agencies
* City of Seattle Citizen's Service Bureau
* City of Seattle Public Library
Easter Seal AID program
* King Radio Station Call for Action
* King County Public Library
Seattle Times Trouble Shooter
* Seattle King County Office of Citizen Complaint
* United Way of King County Information and Referral Service

Topic specific
City of Seattle Consumer Affairs Division
* Career Program Information Clearinghouse
+ Little City Halls (Ballard Branch)
* State of Washington Employment Security Department
U.S. Regional Office, Department of Housing and Urban Development

Minority target audience specific
+ Active Mexicanos
Chinese Information Center
+ Kinatechitapi
National Association for the Advancement of Colored People

Information practitioner trainers
+ School of Librarianship, University of Washington
* State Library

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* These agencies (9 in all) sent representatives to the consulting meeting.

+ These agencies (4 in all) wanted to send representatives but were unable to at the designated time.

Limitations of the selection procedures

Both resources and time were limited. The primary mandate of Phase I was to talk with average citizens, not to talk with information practitioners. Thus, it was not possible to do a comprehensive and controlled study of information practitioners. Because of this, the selection procedures had a number of limitations.

1. Descriptions were obtained for the most part in whatever terms the agency representative wished to offer them. It might well be that Agency A happened to use words such as "information" and "referral" while Agency B did not. In reality, however, it might be that Agency B is more involved in these activities.

2. Descriptions were obtained for the most part from one willing representative of an agency rather than several. It is possible that this one representative did not use the key word while another representative might have.

3. Descriptions were obtained of agencies rather than practitioners, even though past research has shown that much of the most effective information/referral in an urban community is personality bound (Dervin 1973b, Dervin 1976a).

Response from the agencies

The directors or heads of the 19 agencies listed on the preceding page were invited to send a representative to a meeting held in May 1975. Of the 19 agencies, 13 replied with interest and 9 were able to send representatives. See the preceding page for designation of the responding agencies.

Meeting timing and agenda

On the basis of pre-test activities, it was decided to hold off use of the information practitioner consultants until after fielding in order to get input helpful in data analysis. This decision was made for two reasons. First, in a limited time, the helpfulness of input regarding such concerns as conceptualization and questionnaire design is restrained by an accompanying need to familiarize consultants with project objectives. Input for data analysis, however, is closely tied in with the everyday work experience of the practitioner. Second, initial contact activities suggested that a sizeable amount of time in the information practitioner consultant meeting would be spent with the agency representatives simply finding out about each other, thus limiting even further the time available.[1]

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[1] It is interesting to note that this prediction was accurate. In the two hour meeting, at least 30 minutes was spent on "who are you?" and "what do you do?" questions. At least six of the representatives explicitly said that for them this was the most valuable part of the meeting.

The purpose of the meeting, then, was to have the practitioners brainstorm and freely discuss their ideas for how the data from this project might help them in their jobs. The only structure actually imposed was that each representative was asked to act as a respondent and fill in a complete questionnaire. This familiarization process allowed a more rapid alignment of perceptions about the overall project.

Input from the practitioners centered on "nitty-gritty" issues of their everyday working context. The major questions they raised are summarized below.

Major questions raised

* How can time on information referral be cut down? Several practitioners mentioned that they felt the average citizen almost randomly picks a phone number from the phone book when trying to intersect an agency. The result, they suggested, is that a great deal of helping time is spent on referral rather than on the mandated task of helping people solve their problems.

* Why don't a lot of people ever use agencies? Several practitioners said they knew that a lot of people simply did not contact agencies for help. They wanted to know what these citizens do instead. Also, they wanted to know whether these citizens resolved their problems.

* How can you get people to use information and realize information is useful? By far the most frequent emphasis was in this area. Most of the representatives felt that citizens have not been taught how to access or use information. This lack places an additional burden on the practitioner, they felt. Several representatives also added that in "zeal" the practitioner may also provide too much information and confuse the client.

In addition to these specific question areas, the practitioners identified four general areas in which they felt that "information practitioners" could receive additional training and which the project data might address. These areas were:

1) Locating the "right" resource.
2) Helping citizens articulate their needs.
3) Adapting to the individual citizen's articulation style.
4) Selecting the "right" information for dissemination.

/ MASTER QUESTIONNAIRE /
/ PHASE I /

Respondent #:____________________

/INTERVIEWER: BEFORE TURNING IN COMPLETED QUESTIONNAIRE, PLEASE NOTE:/

CRC Sampling Unit #: ______GP
______A
______B
→ THIS # IS IN THE UPPER LEFT HAND CORNER OF YOUR FIELD MAP.

Housing unit #:____________ /THIS # IS ON YOUR HOUSEHOLD CONTACT RECORD/

Address at which this interview was completed:

____

Interviewer's name:______________________________

Time interview began:______________ Time interview ended:______________

Date of interview:______________________________

INTRODUCTION:
(IF CHILD ANSWERS DOOR, ASK TO SPEAK TO FATHER OR MOTHER)

NOTE: IF A OR B SAMPLES, USE THIS INTRO ONLY WITH ELIGIBLE HOUSEHOLDS. IF INELIGIBLE, USE SHORT FORM INTERVIEW.

Hello, my name is ______________________ and I am working as an interviewer for Northwest Certified Surveys, Inc. on a project for the University of Washington. We're asking people throughout the City of Seattle about how they see and handle their everyday problems, worries, and concerns. Some 600 residents of the City will participate in this project. The results will be used to hopefully make it easier for all Seattle residents to deal with their everyday concerns and problems.

/USE AS MANY OF THE FOLLOWING AS NECESSARY/

*All answers will be kept confidential and anonymous. Answers from any one respondent will be combined with answers from all other respondents.

*There are no right or wrong answers -- we're looking for people's honest reactions, opinions, and concerns.

*This letter of introduction from the University will be left with you after the interview in case you have questions you'd like to ask the study directors.

*Your household was chosen randomly because it's important that we get answers from a representative group of Seattle residents.

*The interview is divided into three parts. First, respondents are asked to tell about problems and concerns they've faced in the past month. Then, they are asked to give details on how they handled one situation. Then, they are asked how they would handle four typical situations faced by a sizeable number of city residents. In all, the interview will take 45-60 minutes at the most.

UPON GETTING AN O.K. FROM THE ADULT AT THE DOOR:

My instructions specify the person to be interviewed at this household. Could you tell me how many people -- 18 years or older -- are presently living in your household?

_____ 0 adults

↓

TERMINATE INTERVIEW, EXPLAINING AGE REQUIREMENT

_____ 1 or more adults

↓

CIRCLE ANSWER AT TOP OF CHART AND ASK:

How many of these are men?

_____ men

↓

CIRCLE ANSWER ON LEFT SIDE OF CHART

		NUMBER OF ADULTS IN HOUSEHOLD			
		1 adult	2 adults	3 adults	4 or more
NUMBER OF MEN	0 men	adult	oldest woman	oldest woman	youngest woman
	1 man	adult	woman	youngest woman	man
	2 men		youngest man	youngest man	youngest woman
	3 men			oldest man	woman or youngest woman
	4 or more				youngest man

UPON COMPLETING CHART:

My instructions are to interview the ______________________________.

TURN THE PAGE

UPON GETTING AN O.K. FROM THE ADULT AT THE DOOR:

My instructions specify the person to be interviewed at this household. Could you tell me how many people -- 18 years or older -- are presently living in your household?

_____ 0 adults

TERMINATE INTERVIEW, EXPLAINING AGE REQUIREMENT

_____ 1 or more adults

CIRCLE ANSWER AT TOP OF CHART AND ASK:

How many of these are men?

_____ men

CIRCLE ANSWER ON LEFT SIDE OF CHART

		NUMBER OF ADULTS IN HOUSEHOLD			
		1 adult	2 adults	3 adults	4 or more
NUMBER OF MEN	0 men	adult	oldest woman	youngest woman	youngest woman
	1 man	adult	man	man	oldest woman
	2 men		oldest man	youngest man	youngest man
	3 men			youngest man	oldest man
	4 or more				oldest man

UPON COMPLETING CHART:

My instructions are to interview the ______________________________.

TURN THE PAGE

UPON GETTING AN O.K. FROM THE ADULT AT THE DOOR:

My instructions specify the person to be interviewed at this household. Could you tell me how many people -- 18 years or older -- are presently living in your household?

_____0 adults

↓

TERMINATE INTERVIEW, EXPLAINING AGE REQUIREMENT

_____1 or more adults

↓

CIRCLE ANSWER AT TOP OF CHART AND ASK:

How many of these are men?

_____men

↓

CIRCLE ANSWER ON LEFT SIDE OF CHART

		NUMBER OF ADULTS IN HOUSEHOLD			
		1 adult	2 adults	3 adults	4 or more
NUMBER OF MEN	0 men	adult	youngest woman	youngest woman	oldest woman
	1 man	adult	man	oldest woman	man
	2 men		oldest man	woman	oldest woman
	3 men			youngest man	woman or oldest woman
	4 or more				oldest man

UPON COMPLETING CHART:

My instructions are to interview the ______________________________.

TURN THE PAGE

2D /

UPON GETTING AN O.K. FROM THE ADULT AT THE DOOR:

My instructions specify the person to be interviewed at this household. Could you tell me how many people -- 18 years or older -- are presently living in your household?

_____0 adults

TERMINATE INTERVIEW, EXPLAINING AGE REQUIREMENT

_____1 or more adults

CIRCLE ANSWER AT TOP OF CHART AND ASK:

How many of these are men?

_____men

CIRCLE ANSWER ON LEFT SIDE OF CHART

		NUMBER OF ADULTS IN HOUSEHOLD			
		1 adult	2 adults	3 adults	4 or more
NUMBER OF MEN	0 men	adult	youngest woman	oldest woman	oldest woman
	1 man	adult	woman	man	youngest woman
	2 men		youngest man	oldest man	oldest man
	3 men			oldest man	youngest man
	4 or more				youngest man

UPON COMPLETING CHART:

My instructions are to interview the_________________________.

TURN THE PAGE

UPON GETTING AN O.K. FROM THE ADULT AT THE DOOR:

My instructions specify the person to be interviewed at this household. Could you tell me how many people -- 18 years or older -- are presently living in your household?

______ 0 adults → **TERMINATE INTERVIEW, EXPLAINING AGE REQUIREMENT**

______ 1 or more adults → **CIRCLE ANSWER AT TOP OF CHART AND ASK:**

How many of these are men?

______ men → **CIRCLE ANSWER ON LEFT SIDE OF CHART**

		NUMBER OF ADULTS IN HOUSEHOLD			
		1 adult	2 adults	3 adults	4 or more
NUMBER OF MEN	0 men	adult	oldest woman	middle woman	2nd oldest woman
	1 man	adult	man	youngest woman	middle woman
	2 men		youngest man	oldest man	oldest or youngest woman
	3 men			middle man	middle man
	4 or more				2nd youngest man

UPON COMPLETING CHART:

My instructions are to interview the ______________________.

TURN THE PAGE

UPON GETTING AN O.K. FROM THE ADULT AT THE DOOR:

My instructions specify the person to be interviewed at this household. Could you tell me how many people -- 18 years or older -- are presently living in your household?

____ 0 adults

TERMINATE INTERVIEW, EXPLAINING AGE REQUIREMENT

____ 1 or more adults

CIRCLE ANSWER AT TOP OF CHART AND ASK:

How many of these are men?

____ men

CIRCLE ANSWER ON LEFT SIDE OF CHART

		NUMBER OF ADULTS IN HOUSEHOLD			
		1 adult	2 adults	3 adults	4 or more
NUMBER OF MEN	0 men	adult	youngest woman	middle woman	2nd oldest woman
	1 man	adult	woman	oldest woman	middle woman
	2 men		oldest man	woman	oldest or youngest man
	3 men			middle man	middle man
	4 or more				2nd oldest man

UPON COMPLETING CHART:

My instructions are to interview the ______________________________.

TURN THE PAGE

IF ADULT AT DOOR INDICATES THAT HE/SHE IS THE ONE TO BE INTERVIEWED: → GO TO QUESTION #1 ON PAGE 4.

IF ADULT AT DOOR IS NOT THE SPECIFIED RESPONDENT, ASK: → Is he/she home?

____ Yes

UPON MEETING RESPONDENT, REPEAT INTRO AS NEEDED AND GO TO Q. 1 ON PAGE 4

____ No

When will he/she be home so I can make an appointment to come back?

____ Designated respondent is out-of-town, sick, or otherwise unavailable.

Then, my instructions are to interview the adult who answers the door.

GO TO Q. 1 ON PAGE 4.

Time to come back:

____

____

Phone # so appointment can be verified or set up:

____

PLAN ON CALL-BACK TO THIS HOUSEHOLD.

SECTION I: IDENTIFICATION OF PROBLEMS, WORRIES, AND CONCERNS

1. Before we start, let me give you an overview of the questionnaire. It has three sections. In the first, we want you to identify problems, worries, and concerns you've had in the past month. In the second, we analyze one of these situations in depth. In the third, we want your opinions about how you'd handle some typical situations faced by Seattle residents. There are no right or wrong answers. What's important is that you tell us as much about the situations you face in your everyday life so we can understand how you personally view and handle everyday problems, worries, and concerns. Your answers will then be combined with those of 600 other city of Seattle residents.

Let's start with the identification of the problems, worries, and concerns you've had in the past month. We're interested in any worries or concerns you may have had...or, in any difficult decisions you had to make...on any subject or topic that has affected and involved you personally. For example, has anything come up where you needed help... or, where you didn't understand something...or, where you needed to decide what to do...or, where you were worried about something?

☐ CHECK HERE IF NONE NAMED. GO TO Q. 2 ON PAGE 6

IF SITUATION NAMED, GET COMPLETE DESCRIPTION. RECORD BELOW.

1a. ____________________

R
U

IF UNCLEAR OR INCOMPLETE, PROBE: "Is there anything else you can to say give us a complete picture of this situation?"

1b. Were there any other worries, concerns, or problems in the past month?

☐ CHECK HERE IF NONE NAMED. GO TO Q. 2 ON PAGE 6

IF SITUATION NAMED, GET COMPLETE DESCRIPTION. RECORD BELOW

____

R
U

IF UNCLEAR OR INCOMPLETE, PROBE: "Is there anything else you can say to give us a complete picture of this situation?"

R
U

1c. Were there any other worries, problems, or concerns in the past month?

/ /CHECK HERE IF NONE NAMED. GO TO Q. 2 ON PAGE 6/

/IF SITUATION NAMED, GET COMPLETE DESCRIPTION. RECORD BELOW./

IF UNCLEAR OR INCOMPLETE, PROBE: "Is there anything else you can say to give us a complete picture of this situation?"

R
U

1d. Were there any other worries, concerns, or problems in the past month?

/ /CHECK HERE IF NONE NAMED. GO TO Q. 2 ON PAGE 6/

/IF SITUATION NAMED, GET COMPLETE DESCRIPTION. RECORD BELOW./

IF UNCLEAR OR INCOMPLETE, PROBE: "Is there anything else you can say to give us a complete picture of this situation?"

R
U

1e. Were there any other worries, problems, or concerns in the past month?

/ /CHECK HERE IF NONE NAMED. GO TO Q. 2 ON PAGE 6/

/IF SITUATION NAMED, GET COMPLETE DESCRIPTION. RECORD BELOW./

IF UNCLEAR OR INCOMPLETE, PROBE: "Is there anything else you can say to give us a complete picture of this situation?"

2. Now, we'd like to go through a list of topics on which other residents of Seattle have told us they have had concerns, worries, and problems. We'd like to know if you've had worries, problems, or concerns in any of these areas in the past month. We're interested in situations that have affected or involved you personally. In addition, we'd like you to describe situations here that you have not described already.

2A. How about crime and safety? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2B. How about employment or job issues? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2C. How about leisure time activity? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2D. How about neighborhood issues? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2. Now, we'd like to go through a list of topics on which other residents of Seattle have told us they have had concerns, worries, and problems. We'd like to know if you've had worries, problems, or concerns in any of these areas in the past month. We're interested in situations that have affected or involved you personally. In addition, we'd like you to describe situations here that you have not described already.

2L. How about transportation? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes IF YES: GET COMPLETE DESCRIPTION

R
U

2K. How about discrimination and race relations? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes IF YES: GET COMPLETE DESCRIPTION

R
U

2J. How about education and schooling? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes IF YES: GET COMPLETE DESCRIPTION

R
U

2I. How about health matters? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes IF YES: GET COMPLETE DESCRIPTION

R
U

2E. How about housing and housing maintenance? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2F. How about consumer, buying, and financial matters? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2G. How about child care and family relationships? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2H. How about legal matters. Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2H. How about legal matters? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2G. How about child care and family relationships? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2F. How about consumer, buying, and financial matters? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2E. How about housing and household maintenance? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2I. How about health matters. Have you had a problem, worry, or concern in this area in the past month?

____no ____yes /IF YES: GET COMPLETE DESCRIPTION/

R U

2J. How about education and schooling? Have you had a problem, worry, or concern in this area in the past month?

____no ____yes /IF YES: GET COMPLETE DESCRIPTION/

R U

2K. How about discrimination and race relations? Have you had a problem, worry, or concern in this area in the past month?

____no ____yes /IF YES: GET COMPLETE DESCRIPTION/

R U

2L. How about transportation? Have you had a problem, worry, or concern in this area in the past month?

____no ____yes /IF YES: GET COMPLETE DESCRIPTION/

R U

R
U

2D. How about neighborhood issues? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2C. How about leisure time activity? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2B. How about employment or job issues? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

R
U

2A. How about crime and safety? Have you had a problem, worry, or concern in this area in the past month?

_____no _____yes /IF YES: GET COMPLETE DESCRIPTION/

3. At this point, we'd like to go back and look at each of the situations you've named so far a little closer. Most of us face a lot of situations just about everyday. Some of these we manage to resolve...we solve them...or, we put them aside...or, we ignore them. Other's we don't manage to resolve...we're still working on them...or, we're still looking for a solution...or, they keep nagging and worrying us...they remain unresolved. Right now, I'm going to re-read each of the situations you've named and I'd like to know which of the situations have been resolved and which have been left unresolved.

INTERVIEWER: REPEAT THE RESOLVED vs UNRESOLVED DISTINCTION, IF NECESSARY.

Resolved -- solved, put aside, ignored

Unresolved -- unsolved, still working on, still looking for a solution, still worrying about, still nagged by

RE-READ ONE BY ONE ALL OF THE SITUATIONS NAMED BY RESPONDENT ON PAGES 4-8.

AFTER READING EACH SITUATION, ASK:

"Has this situation been resolved...or is it unresolved?"

IN THE LEFT HAND MARGIN,

CIRCLE THE Ⓡ IF SITUATION RESOLVED.
CIRCLE THE Ⓤ IF SITUATION UNRESOLVED.

COUNT AND RECORD THE NUMBER OF RESOLVED AND UNRESOLVED SITUATIONS:

_____ RESOLVED SITUATIONS

_____ UNRESOLVED SITUATIONS

SECTION II: ANALYSIS OF SITUATION

4. /INTERVIEWER: RECORD THE NUMBER OF RESOLVED SITUATIONS NAMED BY RESPONDENT./

_____ No resolved named

As we went through the situations you listed, I noted that you didn't name any resolved situations. At this point, I'd like you to think back over the last month. Can you recall any problem, worry, or concern that you did resolve?

☐ No

GO TO Q. 5 ON PAGE 11

☐ Yes

What was this situation?

/GET COMPLETE DESCRIPTION/

____

____

____

____

____

____

USE THIS SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

_____ One resolved named

USE THIS ONE RESOLVED SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

_____ Two or more resolved named

As we went through the situations you listed, I note that you named /INSERT COUNT HERE/ resolved situations. Could you tell me which one of these situations you remember best -- remember the most about in terms of the things that happened?

REVIEW ALL SITUATIONS WITH A Ⓡ. PUT A STAR (*) BESIDE THE ONE WHICH RESPONDENT SAYS IS "BEST REMEMBERED".

USE THIS "BEST REMEMBERED" SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

SECTION II: ANALYSIS OF SITUATION

4. INTERVIEWER: RECORD THE NUMBER OF UNRESOLVED SITUATIONS NAMED BY RESPONDENT.

_____ No unresolved named

As we went through the situations you listed, I noted that you didn't name any unresolved situations. At this point, I'd like you to think back over the last month. Can you recall any problem, worry, or concern that still remains unresolved?

☐ No

GO TO Q. 5 ON PAGE 11

☐ Yes

What was this situation?

GET COMPLETE DESCRIPTION

____

____

____

____

____

____

USE THIS SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q 6. ON PAGE 12.

_____ One unresolved named

USE THIS ONE UNRESOLVED SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

_____ Two or more unresolved named

As we went though the situations you listed, I note that you named INSERT COUNT HERE unresolved situations. Could you tell me which one of these situations you remember best -- remember the most about in terms of the things that happened?

REVIEW ALL SITUATIONS WITH A Ⓤ. PUT A STAR (*) BESIDE THE ONE THAT RESPONDENT SAYS IS "BEST REMEMBERED."

USE THIS "BEST REMEMBERED" SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

5. /INTERVIEWER: RECORD THE NUMBER OF UNRESOLVED SITUATIONS NAMED BY RESPONDENT./

_____ **No unresolved named**

As we went through the situations you listed, I noted that you didn't name any unresolved situations. As this point, I'd like you to think back over the last month. Can you recall any problem, worry, or concern that remains unresolved?

☐ **No**

GO TO Q. 33 ON PAGE 24

☐ **Yes**

What was this situation?

/GET COMPLETE DESCRIPTION/

____

____

____

____

____

____

USE THIS SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q 6. ON PAGE 12

_____ **One unresolved named**

USE THIS ONE UNRESOLVED SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

_____ **Two or more unresolved named**

As we went through the situations you listed, I note that you named /INSERT COUNT HERE/ unresolved situations. Could you tell me which one of these situations you remember best -- remember the most about in terms of the things that happened?

REVIEW ALL SITUATIONS WITH A Ⓤ. PUT A STAR (*) BESIDE THE ONE THAT RESPONDENT SAYS IS "BEST REMEMBERED".

USE THIS "BEST REMEMBERED" SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

5. /INTERVIEWER: RECORD THE NUMBER OF RESOLVED SITUATIONS NAMED BY RESPONDENT./

_____ No resolved named

As we went through the situations you listed, I noted that you didn't name any resolved situations. At this point, I'd like you to think back over the last month. Can you recall any problem, worry, or concern that you did resolve?

☐ No

GO TO Q. 33 ON PAGE 24

☐ Yes

What was this situation?

/GET COMPLETE DESCRIPTION/

____

____

____

____

____

____

USE THIS SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

_____ One resolved named

USE THIS ONE RESOLVED SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12.

_____ Two or more resolved named

As we went through the situations you listed, I note that you named /INSERT COUNT HERE/ resolved situations. Could you tell me which of these situations you remember best -- remember the most about in terms of the things that happened?

REVIEW ALL SITUATIONS WITH A Ⓡ. PUT A STAR (*) BESIDE THE ONE THAT RESPONDENT SAYS IS "BEST REMEMBERED."

USE THIS BEST REMEMBERED SITUATION FOR IN-DEPTH ANALYSIS. GO TO Q. 6 ON PAGE 12

6. The next section of this questionnaire involves you telling me some details about how you handled or dealt with one of the situations you named -- the one..../DESCRIBE SITUATION CHOSEN FOR IN-DEPTH ANALYSIS/...

/PUT A SHORT DESCRIPTION OF THE SITUATION SELECTED FOR IN-DEPTH ANALYSIS BELOW:/

Short description: ________________________________

____

____

Identification label: ______

PUT THE Q. # LABEL OF THE SITUATION HERE (e.g. 1a, 1b...2A, 2B...ETC.

INTERVIEWER: NOTE THAT THE REMAINING QUESTIONS IN THIS SECTION ARE STATED IN TWO TENSES -- PAST AND PRESENT. CHOOSE THE TENSE MOST APPROPRIATE TO THE RESPONDENT'S SELECTED SITUATION.

IF SITUATION IS RESOLVED, USE PAST TENSE.
IF SITUATION IS UNRESOLVED, USE PRESENT TENSE.

THE PAST TENSE FORM IS BUILT DIRECTLY INTO QUESTIONS. THE PRESENT TENSE FORM IS IN PARENTHESES.

7. First, I'd like you to think back to everything that happened (so far) when you were dealing with this situation. Think back, trying to remember all the steps that occurred -- the things you did, the things that others did, the things that just happened. What one thing that happened (so far) while you were dealing with this situation do you remember best? Pick the one event that stands out most in your mind.

____

____

____

8. You've just told me that you remember /REPEAT R'S ANSWER TO Q. 7/ best. Now, think back over this situation to all the things that happened before this event that you remember best. Were there any steps that occurred before this?

____no

____yes

Tell me what happened first, what happened second, and so on right up to the /REPEAT R'S ANSWER TO Q. 7/ -- the part you remember best. /PROBE: "What else?"/

/INTERVIEWER: NUMBER STEPS IN ORDER RESPONDENT NAMES THEM/

9. Now, let's start from the point you remember best -- /REPEAT R'S ANSWER TO Q. 7/. Think back over this situation to all the things that happened after this event that you remember best. Try to remember everything that happened right up to the present. Were there any steps that occurred after this?

____no

____yes

Tell me what happened after this...each step in order that things happened right up to the present time. /PROBE: "What else?"/

/INTERVIEWER: NUMBER STEPS IN ORDER RESPONDENT NAMES THEM/

10. Situations that we face differ from each other in the way we think about them. Do you feel this situation was (is) one....?

REPEAT RESPONSES AFTER ALL QUESTIONS UNTIL R KNOWS ALTERNATIVES

Do you feel this situation was (is) one....?	Would you say...?	
	Yes	No
a) Where you knew (know) what you wanted (want) to do but just couldn't (can't) seem to make any progress?		
b) Where you felt (feel) you just had (have) to be satisfied with the way things turned (turn) out?		
c) Where you just wanted (want) to know what was (is) going on?		
d) Where you needed (need) a basis for choosing between more than one alternative?		
e) Where you felt (feel) you couldn't (can't) control things?		
f) Where you felt (feel) anxious and helpless?		
g) Where you knew (know) what you wanted (want) to do but things kept (keep) going wrong?		
h) Where there just didn't (doesn't) seem to be anything you could (can) do?		
i) Where you needed (need) to get the facts?		
k) Where there seemed (seems) to be more than one way to go?		
l) Where you felt (feel) you couldn't (can't) predict what was (is) going on?		
m) Where you knew (know) what you wanted (want) to do but something stood (stands) in your way?		
n) Where you compared (can compare) more than one alternative?		
o) Where you wanted (want) more details on what the situation was (is) about?		
p) Where you had to (have to) choose between more than one possible solution?		
q) Where you wanted (want) a better way of thinking about the situation?		
r) Where you had (have) a solution but couldn't (can't) make it work?		
s) Where it was (is) difficult to make up your mind what to do?		
t) Where you simply wanted (want) to understand something?		

11. Some of the decisions we face or problems we get involved in include other people while some don't. Was (Is) this a situation where you were (are) the only person involved...or, were (are) other people directly involved?

____Only person involved

____Other people directly involved

About how many other people were (are) directly involved?

____people /GET SPECIFIC NUMBER/

Who were (are) these people? We don't want to know their names...only their general relationship to you?	How were (are) these people involved in this situation?

12. In dealing with situations, many people try to find out things...or, learn things...or, come to understand things that they feel will help them. I'd like you to think back over this situation (as it has occurred so far) and try to recall all the things you tried (have tried) to find out... or, learn...or, come to understand. What were these things?

____None listed

CHECK THIS ONLY IF R VOLUNTEERS NONE

GO TO Q. 14 ON PAGE 17

____Tried to find out things

/LIST THINGS HERE:/

1)____

2)____

3)____

4)____

5)____

6)____

/PROBE: "What else?"/

/GO TO Q. 13, NEXT PAGE/

13. Now, I want to ask a number of questions about each of these things you tried to find out...or, learn... or, come to understand. /FILL IN ONE ROW OF CHART BELOW FOR EACH THING LISTED AS ANSWER TO Q. 12/

	(a)			(b)	(c)		(d)		(e)
One of the things you tried to find out was...	Would you say it was easy, hard, or impossible to find this out?			How did you go about trying to find this out...or, learn about it...or, understand it?	Did you succeed in finding this out?		IF YES TO (c): Did finding this out help you?		IF YES: How? IF NO: Why not?
	E	H	I		No	Yes	No	Yes	
					↙	→			
					↙	→			
					↙	→			
					↙	→			
					↙	→			
					↙	→			
					↙	→			

/WRITE IN IDENTIFICATION # FROM RESPONDENT'S ANSWER TO Q. 12 ON PRECEDING PAGE/

14. Some of the situations that we face are tied in with a lot of other things... and some seem to be independent of other things. Would you say this situation was (is) tied in with other situations...or independent?

_____Independent

_____Tied in with other situations

What other situations was (is) this situation tied in with?	How was (is) this situation tied in with these other situations?

15. In order to understand some situations, we have to step back from them...while others we have to get up close. Did (do) you see this situation as one where you had (have) to stand back...or, get up close...or, do both?

_____stand back
_____get up close
_____do both

Was (is) this useful?

____no _____yes

Why (why not?)

____

____

____

16. Some situations just seem to crop up or appear while others seem to grow out of...or result from a lot of other situations. Was this situation one that just cropped up...or one that grew out of other situations?

_____Cropped up

_____Grew out of other situations

What other situations did this situation grow out of?	How did this situation seem to grow out of these other situations?

17. It's easier to get at the heart of some situations than it is for others. Was (is) this a situation that it was (is) easy to get at the heart of...or hard?

_____Easy

What made (makes) it easy to get at the heart of this situation?

____

____

____

____

_____Hard

What made (makes) it hard to get at the heart of this situation?

____

____

____

____

18. Some situations seem to cause or lead to other situations or events which we then have to deal with. Other situations seem to have no impact on the future at all. Did (Does) this situation seem to have an impact on later events?

_____No   _____Yes

What later events did (does) this situation seem to have an impact on...or lead to?	How did (does) this seem to have an impact on...or lead to these later events?

19. In general, how important would you say this situation was (is) to you personally? Of these four choices, would you say.../READ ALL POSSIBLE RESPONSES/...

____very important

____moderately important

____moderately unimportant

____very unimportant

20. How long ago was it that this situation first came up? Tell me in terms of number of days, weeks, months, or years...whichever fits the situation best. /GET SPECIFIC NUMBER/

_____days OR _____weeks OR _____months OR _____years

21. Before this situation came up, had you ever faced a situation very much like it?

_____no   _____yes

About how many times would you say you've faced a situation very much like this one before? /GET SPECIFIC NUMBER/

______times before

22. This question may seem to repeat some of the things we talked about earlier. We want to make sure, however, that we have a complete picture of this situation. I'd like you to go through this list with me and tell me which of the things on the list you did (have done)...or did not do (have not done) in the process of dealing with this situation (so far).

In the process of dealing with this situation, did you (have you)?	(a) Doesn't apply OR No	Yes	(b) IF YES: Did it help?		(c) IF YES: how did it help? IF NO: why didn't it help?
			No	Yes	
Change (changed) your view of the situation?	↙	→			
Complain (complained) to someone about the situation?	↙	→			
Find (found) someone who agrees with you generally?	↙	→			
Read something relating to the situation?	↙	→			
Get (gotten) emotional or angry about the situation?	↙	→			
Put the situation out of your mind for a while?	↙	→			
Talk (talked) to someone about the situation?	↙	→			
Spend time (spent time) thinking about the situation?	↙	→			
Try (tried) out a possible solution to see whether or not it was right?	↙	→			
Eliminate (eliminated) an approach to the situation?	↙	→			
Compare (compared) at least two different approaches?	↙	→			
Get (gotten) outside help with the situation?	↙	→			
Ask (asked) someone else what to do?	↙	→			

23. I have a few more questions about this situation. Some situations are easier to deal with than others. Would you say this situation was (is)... /READ ALL POSSIBLE RESPONSES/...?

_____very easy for you to deal with

_____somewhat easy for you to deal with

_____somewhat difficult for you to deal with

_____very difficult for you to deal with

24. Would you say this situation is one for which a resolution is... /READ ALL POSSIBLE RESPONSES/....?

_____very available

_____somewhat available

_____somewhat unavailable

_____very unavailable

25. Would you say this situation is one for which information is... /READ ALL POSSIBLE RESPONSES/....?

_____very available

_____somewhat available

_____somewhat unavailable

_____very unavailable

26. Would you say this situation is one for which outside help is... /READ ALL POSSIBLE RESPONSES/....?

_____very available

_____somewhat available

_____somewhat unavailable

_____very unavailable

27. Let's assume for a moment that a lot of people are going to face a situation very much like *this* situation that you faced (face). About how many of these people do you think will be able to resolve this situation? Would you say... /READ ALL POSSIBLE RESPONSES/....?

_____all of them

_____most of them

_____only a few of them

_____none of them

28. Finally, I'd like you to look back over this situation as you have described it to me and tell me whether you would call this situation... /READ ALL POSSIBLE RESPONSES/...completely resolved, almost resolved, or still unresolved.

_____Completely resolved

Do you feel this situation was resolved the way you felt it should be?

_____no

_____yes

Why?

____

____

____

____

____

In general, how satisfied would you say you are now with the resolution? Would you say... /READ ALL POSSIBLE RESPONSES/

_____very satisfied

_____somewhat satisfied

_____somewhat unsatisfied

_____very unsatisfied

_____Almost resolved

_____Unresolved

What would you say are the major reasons why this situation is almost resolved (unresolved)?

____

____

____

____

____

Let me check on a few other things. Is this a situation that you feel still exists?

_____no

_____yes

Is this a situation that you feel you are still working on?

_____no

_____yes

29. Now, I'd like to ask a few questions about how you think an expert might help you in this situation /ADD, IF NECESSARY: if you face it again/. Imagine for a moment there there is such an expert on this situation--someone who could answer all your questions. If you were talking to such an expert, what questions would you want the expert to answer? /SPECIFY "NONE", IF VOLUNTEERED/

1) ____________________

2) ____________________

3) ____________________

4) ____________________

5) ____________________

30. Usually when we contact an expert about a situation that we're in, we want the expert to have answers to our questions. However, we know in advance that the expert knows little about us...or about our particular situation. In order to really help, the expert might need to know some things about you and your particular situation. What would you want the expert to know so he could really help you? /GET SPECIFIC ANSWERS/ /SPECIFY "NONE", IF VOLUNTEERED/

1) ____________________

2) ____________________

3) ____________________

4) ____________________

31. Assume that after talking to this expert, you have some information or advice that you've written down on a piece of paper. Assume that you've decided to file this piece of paper away for possible later use. What label would you put on the paper before you filed it away?

____

32. How likely do you think it is that a library would have some information that would help you in this situation? Would you say... /READ ALL POSSIBLE RESPONSES/

_____not likely at all → /GO TO Q. 33 on NEXT PAGE/

_____somewhat unlikely

_____somewhat likely

_____very likely

→ ASK: If you went to the library for information to help you in this situation, what would you look for?

____

____

____

SECTION III: HYPOTHETHICAL SITUATIONS

33. This next section of the questionnaire is very brief. I'm going to ask how you think you'd handle four different situations that many people in Seattle have reported lately. First, imagine that you have decided to find a new place to live. Before looking, however, you want to understand what the housing market is...what's available generally and at what cost. What steps would you go through in order to get this understanding? /PROBE: "Anything else?"/

1) ____________________

2) ____________________

3) ____________________

4) ____________________

34. Is there anything in particular that you would try to find out or understand that would help you get this understanding?

_____no

_____yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

35. Now, imagine that a member of your family is very sick and unable to make a decision for himself. The doctor has told you that there are several different methods of treatment possible. You must make the decision. What steps would you go through in order to make this decision? /PROBE: "Anything else?"/

1) ____________________

2) ____________________

3) ____________________

4) ____________________

36. Is there anything in particular that would you try to find out or understand that you think would help you make this decision?

_____no

_____yes

What?

____

____

How would you go about finding this out or understanding this?

____

____

SECTION III: HYPOTHETHICAL SITUATIONS

33. This next section of the questionnaire is very brief. I'm going to ask you how you think you'd handle four different situations that many people in Seattle have reported lately. First, imagine that you have decided to find a new place to live. You have located several possible places and now must decide between them. What steps would you go through in order to make this decision? /PROBE: "Anything else?"/

1) ____________________
2) ____________________
3) ____________________
4) ____________________

34. Is there anything in particular that you would try to find out or understand that would help you make this decision?

____ no

____ yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

35. Now, imagine that a member of your family is very sick. You have taken him to see several very good doctors but none of the doctors have been able to determine what's wrong. You are very worried. What steps would you go through in order to deal with this worry? /PROBE: "Anything else?"/

1) ____________________
2) ____________________
3) ____________________
4) ____________________

36. Is there anything in particular that you would try to find out or understand that would help you deal with this worry?

____ no

____ yes

What?

____

____

How would you go about finding this out...or understanding this?

____

SECTION III: HYPOTHETHICAL SITUATIONS

33. This next section of the questionnaire is very brief. I'm going to ask how you think you'd handle four different situations that many people in Seattle have reported lately. First, imagine that you have decided to find a new place to live. You are worried, however, that the unpredictable effects of inflation will wipe out your ability to pay for housing you like. What steps would you go through in order to deal with this worry? /PROBE: "Anything else?"/

1) ____________________
2) ____________________
3) ____________________
4) ____________________

34. Is there anything in particular that you would try to find out or understand that would help you deal with this worry?

____no

____yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

35. Now, imagine that a member of your family is very sick and you have decided to take him to see a doctor. However, the family member refuses to see a doctor. You see this refusal as an obstacle that you must get around. What steps would you go through in order to deal with this obstacle? /PROBE: "Anything else?"/

1) ____________________
2) ____________________
3) ____________________
4) ____________________

36. Is there anything in particular that you would try to find out or understand that would help you deal with this obstacle?

____no

____yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

SECTION III: HYPOTHETHICAL SITUATIONS

33. This next section of the questionnaire is very brief. I'm going to ask how you think you'd handle four different situations that many people in Seattle have reported lately. First, imagine that you have decided to find a new place to live. However, you simply can't seem to find the time it takes to look for a new place. Your lack of time has become a real obstacle in your housing search. What steps would you go through in order to deal with this obstacle? /PROBE: "Anything else?"/

1) ____________________
2) ____________________
3) ____________________
4) ____________________

34. Is there anything in particular that you would try to find out or understand that would help you deal with this obstacle?

____no

____yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

35. Now, imagine that a member of your family is very sick and has just returned from the doctor and told you in detail everything the doctor said. However, neither you nor the family member understand the nature of the sickness or the treatment. You both want to understand. What steps would you go through in order to get this understanding? /PROBE: "Anything else?"/

1) ____________________
2) ____________________
3) ____________________
4) ____________________

36. Is there anything in particular that you would try to find out or understand that would help you get this understanding?

____no

____yes

What?

____

____

How would you go about finding this out...or understanding this?

____

37. Now, imagine that there is a dog in your neighborhood that barks every night keeping you awake. You don't personally know the neighbor who owns the dog but have decided that you must go over and talk to this neighbor. However, you are worried about approaching the neighbor. What steps would you go through in order to deal with this worry?
/PROBE: "Anything else?"/

1)____________________
2)____________________
3)____________________
4)____________________

38. Is there anything in particular that you would try to find out or understand that would help you deal with this worry?

_____no

_____yes

What?

____
____

How would you go about finding this out...or understanding this?

____
____

39. Now, imagine that you have decided to buy a new television set. You know exactly the set you want and the store you are going to get it from. However, you can't pick up the TV set because you work whenever the store is open. In addition, the store only delivers during hours when you aren't at home. What steps would you go through in order to deal with this obstacle to getting your new TV set?
/PROBE: "Anything else?"/

1)____________________
2)____________________
3)____________________
4)____________________

40. Is there anything in particular that you would try to find out or understand that would help you deal with this obstacle?

_____no

_____yes

What?

____
____

How would you go about finding this out...or understanding this?

____
____

37. Now, imagine that there is a dog in your neighborhood that barks every night keeping you awake. You need your sleep and the dogs barking is preventing sleep. What steps would you go through in order to deal with this obstacle to your sleeping? /PROBE: "Anything else?"/

1)______________________________

2)______________________________

3)______________________________

4)______________________________

38. Is there anything in particular that you would try to find out or understand that would help you deal with this obstacle?

_____no

_____yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

39. Now, imagine that you have decided to buy a new television set. Your new TV set has just been delivered and you find that you don't understand how to tune it so the color picture is good. What steps would you go through in order to get this understanding? /PROBE: "Anything else?"/

1)______________________________

2)______________________________

3)______________________________

4)______________________________

40. Is there anything in particular that you would try to find out or understand that would help you get this understanding?

_____no

_____yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

25C /

37. Now, imagine that there is a dog in your neighborhood that barks every night keeping you awake. You want to understand why the dog control laws in the City of Seattle don't seem to be enforced. What steps would you go through in order to get this understanding? /PROBE: "Anything else?"/

1)____

2)____

3)____

4)____

38. Is there anything in particular that you would try to find out or understand that would help you get this understanding?

_____no

_____yes

What?

____

____

How would you go about finding this out..or understanding this?

____

____

39. Now, imagine that you have decided to buy a new television set. You are comparing several different brands on several different features. What steps would you go through in order to make this decision -- to decide which TV set to buy? /PROBE: "Anything else?"/

1)____

2)____

3)____

4)____

40. Is there anything in particular that you would try to find out or understand that would help you make this decision?

_____no

_____yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

37. Now, imagine that there is a dog in your neighborhood that barks every night keeping you awake. You have analyzed the situation and determined that there are several different ways you could deal with it. What steps would you go through in order to decide what approach to take? PROBE: "Anything else?"

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

38. Is there anything in particular that you would try to find out or understand that would help you make this decision?

_____ no

_____ yes

What?

____

____

How would you go about finding this out..or understanding this?

____

____

39. Now, imagine that you have decided to buy a new television set. You found a set you liked and paid a lot of money for it. Upon delivery, however, you find that the set can not be returned. You are now worried that the set may not be worth the money you spent. What steps would you go through in order to deal with this worry? PROBE: "Anything else?"

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

40. Is there anything in particular that you would try to find out or understand that would help you deal with this worry?

_____ no

_____ yes

What?

____

____

How would you go about finding this out...or understanding this?

____

____

SECTION IV: DEMOGRAPHY

41. Finally, we need to ask a few questions about you and your household so we can determine what groups of people have different problems and concerns. Please remember that your answers are confidential and will be used only in combination with those of other respondents. How many adults...people 18 years or older..live in your household? /GET SPECIFIC NUMBER/

_____adults

42. How many children...people under 18...live in your household?

_____children

43. Are you employed?

_____no

_____yes

What kind of job do you have and what kind of place do you work at?

_______________________________Kind of job

_______________________________Kind of place

44. Are any other members of your household employed?

_____no

_____yes

How many of the other members of your household are employed?

_____people

What kind of job (kind of jobs) does this person (do these people) have? What kind of place (kind of places) does this person (do these people) work at?

__Person 1__

_______________________________Kind of job

_______________________________Kind of place

__Person 2__

_______________________________Kind of job

_______________________________Kind of place

__Person 3__

_______________________________Kind of job

_______________________________Kind of place

45. What was the highest grade you completed in school? /CIRCLE ANSWER/

Elementary: 1 2 3 4 5 6 7 8

High School: 9 10 11 12

College: 13 14 15 16

Post-grad: 17+

46. In addition to formal schooling, have you had any other kinds of training such as occupational training in apprenticeship programs or secretarial schools?

_____no   _____yes

How many years of such training did you have?

_____years

47. Are your living quarters owned or rented?

_____owned or being bought

_____rented

_____other (specify_____________________________)

48. How long have you lived in the King County area? /GET SPECIFIC NUMBER/

______years   OR   ______months

49. Would you indicate for me whether you are in your 20's, 30's. 40's, 50's, 60's, or 70's plus?

_____less than 20 (18 or 19)

_____20's

_____30's

_____40's

_____50's

_____60's

_____70's-plus

50. When I return to my office, I'll be going over this questionnaire to make sure I haven't omitted anything. If I find I did miss something, what is your phone number so I may call back?

Phone:_______________________________________

/CLOSING STATEMENT TO RESPONDENT/

I want to thank you very much for your time and patience. You have helped me very much...and, I think, the results of this whole project, from the 600 people who will be involved, will eventually make it easier for average citizens to deal with their everyday problems.

I'd like to leave my introduction letter with you in case you want to contact the study directors in order to get a copy of the final report...or simply to talk to them.

/INTERVIEWER: PLEASE NOTE THE FOLLOWING AFTER COMPLETING INTERVIEW/

51. Sex of respondent:

_____male

_____female

52. Racial/ethnic origin of respondent:

_____Asian American

_____Black

_____Chicano

_____Native American

_____White

_____Don't know

53. Total number of minutes this interview took:__________minutes

APPENDIX E

THE CODEBOOK

Page

CODEBOOK GUIDE.................................... E - 3

CODEBOOK.. E - 18

CONTENT ANALYSIS SCHEMES #1 - #33.................... E - 54

CODEBOOK GUIDE: URBAN INFO NEEDS I

Card #	Column #	Variable #	DESCRIPTION
			Standard Columns
01	1/2/3	---------	Project #
	4/5	---------	Deck #
	6/7	V001	Card #
	8	V002	Sample type
	9/10/11	V003	Respondent #
			Fielding info
	12/13	V004	CRC sampling unit #
	14/15/16	V005	# minutes of interview
	17	V006	month of fielding
	18/19	V007	date within month
			Brief articulations: control info
	20	V008	# diff. situations Q1
	21	V009	# resolved Q1
	22	V010	# unresolved Q1
	23	V011	which version pages 6-8
	24	V012	Q2 crime and safety named?
	25	V013	Q2 employment and job issues?
	26	V014	Q2 leisure time activity?
	27	V015	Q2 neighborhood issues?
	28	V016	Q2 housing & household main.?
	29	V017	Q2 consumer, buying, financial?
	30	V018	Q2 child care & family relat.?
	31	V019	Q2 legal matters?
	32	V020	Q2 health matters?
	33	V021	Q2 eduation & schooling?
	34	V022	Q2 discrimination & race rel.?
	35	V023	Q2 transportation?
	36/37	V024	#diff. situations Q2
	38/39	V025	#resolved Q2
	40/41	V026	#unresolved Q2
	42	V027	which version pages 10-11
	43	V028	resolved situation (pages 10-11)?
	44	V029	unresolved situation (pages 10-11)?
	45/46	V030	total # diff. situations
	47/48	V031	total # resolved situations
	49/50	V032	total # unresolved situations

CODEBOOK GUIDE: URBAN INFO NEEDS I

Card #	Column #	Variable #	DESCRIPTION
			Demography
01	51/52	V033	#adults in household
	53/54	V034	#children in household
	55/56	V035	occupational prestige of R (CA 1)
	57/58	V036	highest occup. prest. in house (CA 1)
	59	V037	# employed full or part
	60/61	V038	highest grade in school of R
	62	V039	# years other training
	63	V040	own or rent living quarters
	64/65	V041	years in King County area
	66	V042	R's age
	67/68/69	V043	first three digits of phone #
	70/71/72/73		blank
	74	V044	sex of R
	75	V045	racial/ethnic origin of R
	76/77	V046	interviewer name (CA 33)
	78/79/80		blank

Card #	Column #	Variable #	DESCRIPTION
			Standard columns
02	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V047	Card #
	8	V048	Sample type
	9/10/11	V049	Respondent #
			Brief articulation: situation #1
	12/13	V050	Q location (CA 2)
	14	V051	unresolved or resolved
	15/16/17	V052	topic focus: depth 1 (CA 3)
	18/19/20	V053	topic focus: depth 2 (CA 3)
	21	V054	# topic focus depths possible
	22/23	V055	# words in situation artic.
	24	V056	universality (CA 4)
	25	V057	articulated as complaint? (CA 5)
	26	V058	.....as info need?
	27	V059	.....as resource/service need?
	28	V060	described as decision? (CA 6)
	29	V061	.....as problem?
	30	V062	.....as worry?
	31	V063	.....as comprehending?
			Brief articulation: situation #2
	32/33	V064	Q location (CA 2)
	34	V065	unresolved or resolved
	35/36/37	V066	topic focus: depth 1 (CA 3)
	38/39/40	V067	topic focus: depth 2 (CA 3)

GUIDE TO CODEBOOK: URBAN INFO NEEDS I

Card #	Column #	Variable #	DESCRIPTION
02	41	V068	#topic focus depths possible
	42/43	V069	#words in situation artic.
	44	V070	universality (CA 4)
	45	V071	articulated as complaint? (CA 5)
	46	V072	.....as info need?
	47	V073	.....as resource/service need?
	48	V074	described as decision? (CA 6)
	49	V075	.....as problem?
	50	V076	.....as worry?
	51	V077	.....as comprehending?
			Brief articulation: situation #3
	52/53	V078	Q location (CA 2)
	54	V079	unresolved or resolved
	55/56/57	V080	topic focus: depth 1 (CA 3)
	58/59/60	V081	topic focus: depth 2 (CA 3)
	61	V082	#topic focus depths possible
	62/63	V083	#words in situation artic.
	64	V084	universality (CA 4)
	65	V085	articulated as complaint? (CA 5)
	66	V086	.....as info need?
	67	V087	.....as resource/service need?
	68	V088	described as decision? (CA 6)
	69	V089	.....as problem?
	70	V090	.....as worry?
	71	V091	.....as comprehending?
	72 ON		Blank
			Standard Columns
03	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V092	Card #
	8	V093	Sample type
	9/10/11	V094	Respondent #
			Brief articulation: situation #4
	12/13	V095	Q location
	14	V096	unresolved or resolved
	15/16/17	V097	topic focus: depth 1 (CA 3)
	18/19/20	V098	topic focus: depth 2 (CA 3)
	21	V099	#topic focus depths possible (CA 3)
	22/23	V100	#words in situation artic.
	24	V101	universality (CA 4)
	25	V102	articulated as complaint? (CA 5)
	26	V103	.....as info need?

CODEBOOK GUIDE: URBAN INFO NEEDS I

Card #	Column #	Variable #	DESCRIPTION
03	27	V104	.....as resource/service need?
	28	V105	described as decision? (CA 6)
	29	V106	.....as problem?
	30	V107	.....as worry?
	31	V108	.....as comprehending?
	32 ON		blank
			Standard Columns
04	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V109	Card #
	8	V110	Sample type
	9/10/11	V111	Respondent #
			Brief articulation: situation #5 (FOCAL)
			Note: the variables coded on col. 12-30 & 71 may be compared to non-focal situations
	12/13	V112	Q location
	14	V113	unresolved or resolved
	15/16/17	V114	topic focus: depth 1 (CA 3)
	18/19/20	V115	topic focus: depth 2 (CA 3)
	21/22	V116	# words in situation artic.
	23	V117	universality (CA 4)
	24	V118	articulated as complaint? (CA 5)
	25	V119	.....as info need?
	26	V120	.....as resource/service need?
	27	V121	described as decision? (CA 6)
	28	V122	.....as problem?
	29	V123	.....as worry?
	30	V124	.....as comprehending?
	31	V125	used decision words? (CA 7)
	32	V126	.....problem words?
	33	V127	.....worry words?
	34	V128	.....comprehending words?
	35	V129	# of sub-situations (CA 8)
	36/37	V130	P1: situation type (CA 9)
	38/39	V131	S1.....
	40/41	V132	S2.....
	42	V133	P1: time frame (CA 10)
	43	V134	S1.....
	44	V135	S2.....
	45	V136	P1: social referent (CA 11)
	46	V137	S1.....
	47	V138	S2.....

CODEBOOK GUIDE: URBAN INFO NEEDS I

Card #	Column #	Variable #	DESCRIPTION
04	48	V139	#observing entities (not R) (CA 13)
	49	V140	E1: indiv./collective ID (CA 14)
	50	V141	E2.....
	51	V142	E1: institutional affil (CA 15)
	52	V143	E2.....
	53	V144	E1: peer/kin affil (CA 16)
	54	V145	E2.....
	55	V146	E1: nature of relation (CA 17)
	56	V147	E2.....
	57	V148	E1: barrier/facilitator (CA 18)
	58	V149	E2.....
	59	V150	E1: client/professional (CA 18)
	60	V151	E2.....
	61	V152	E1: victim/victimizer (CA 18)
	62	V153	E2.....
	63	V154	E1: antagonism/friendship (CA 18)
	64	V155	E2.....
	65	V156	E1: temporary/permanent (CA 18)
	66	V157	E2.....
	67	V158	E1: one up/one down (CA 18)
	68	V159	E2.....
	69	V160	E1: helper/helpee (CA 18)
	70	V161	E2.....
	71	V162	#topic focus depths poss (CA 3)
	72 ON		blank
			Standard Columns
05	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V163	Card #
	8	V164	Sample type
	9/10/11	V165	Respondent #
			Time line analysis: situation #5 (FOCAL)
	12/13	V166	#steps on TL before BRE (int)
	14/15	V167	#steps on TL after BRE (int)
	16	V168	#steps in BRE (int)
	17/18	V169	#steps on TL total (int)
	19/20	V170	#steps before BRE-coder (CA 19)
	21/22	V171	#steps in BRE-coder (CA 19)
	23/24	V172	#steps after BRE-coder (CA 19)
	25/26	V173	#steps total-coder (CA 19)
	27/28	V174	steps at which BRE starts (CA 19)
	29/30/31	V175	Topic focus TL: depth 1 (CA 3)
	32/33/34	V176	.....depth 2
	35	V177	.....#depths possible
	36/37	V178	.....#steps on depth 1 (CA 3)

CODEBOOK GUIDE: URBAN INFO NEEDS I

Card #	Column #	Variable #	DESCRIPTION
05	38/39	V179	.....#steps on depth 2
	40	V180	universality of TL (CA 4)
	41	V181	TL stated as complaint? (CA 5)
	42	V182	.....as info need?
	43	V183	.....as resource/service need?
	44	V184	TL described as decision? (CA 6)
	45	V185	.....as problem?
	46	V186	.....as worry?
	47	V187	.....as comprehending?
	48	V188	TL social referent: self (CA 11)
	49	V189	.....family
	50	V190	.....work
	51	V191	.....neighborhood/community
	52	V192	.....institutional
	53	V193	.....#diff. social referents
	54	V194	Co-orient. state: step 1 (CA 20)
	55	V195	.....step 2
	56	V196	.....step 3
	57	V197	.....step 4
	58	V198	.....step 5
	59	V199	.....step 6
	60	V200	.....step 7
	61	V201	.....step 8
	62	V202	.....step 9
	63	V203	.....step 10
	64	V204	.....step 11
	65	V205	.....step 12
	66	V206	.....step 13
	67	V207	.....step 14
	68	V208	.....step 15
	69	V209	.....step 16
	70	V210	.....step 17
	71	V211	.....step 18
	72 ON		blank
			Standard Columns
06	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V212	Card #
	8	V213	Sample type
	9/10/11	V214	Respondent #
			Time line analysis: continued
	12/13	V215	Situation type: step 1 (CA 9)
	14/15	V216	.....step 2
	16/17	V217	.....step 3

CODEBOOK GUIDE: URBAN INFO NEEDS I

Card #	Column #	Variable #	DESCRIPTION
06	18/19	V218	.....step 4
	20/21	V219	.....step 5
	22/23	V220	.....step 6
	24/25	V221	.....step 7
	26/27	V222	.....step 8
	28/29	V223	.....step 9
	30/31	V224	.....step 10
	32/33	V225	.....step 11
	34/35	V226	.....step 12
	36/37	V227	.....step 13
	38/39	V228	.....step 14
	40/41	V229	.....step 15
	42/43	V230	.....step 16
	44/45	V231	.....step 17
	46/47	V232	.....step 18
	48	V233	Direction move.: step 1 (CA 21)
	49	V234	.....step 2
	50	V235	.....step 3
	51	V236	.....step 4
	52	V237	.....step 5
	53	V238	.....step 6
	54	V239	.....step 7
	55	V240	.....step 8
	56	V241	.....step 9
	57	V242	.....step 10
	58	V243	.....step 11
	59	V244	.....step 12
	60	V245	.....step 13
	61	V246	.....step 14
	62	V247	.....step 15
	63	V248	.....step 16
	64	V249	.....step 17
	65	V250	.....step 18
	66/67/68	V251	Tactic anal.: step 1 (CA 22)
	69/70/71	V252	.....step 2
	72/73/74	V253	.....step 3
	75/76/77	V254	.....step 4
	78/79/80	V255	.....step 5

			Standard Columns
07	1/2/3	-----	Project #
	4/5	-----	Deck #
	6/7	V256	Card #
	8	V257	Sample type
	9/10/11	V258	Respondent #

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Card #	Column #	Variable #	DESCRIPTION
07	12/13/14	V259	Tactic anal.: step 6 (CA 22)
	15/16/17	V260	.....step 7
	18/19/20	V261	.....step 8
	21/22/23	V262	.....step 9
	24/25/26	V263	.....step 10
	27/28/29	V264	.....step 11
	30/31/32	V265	.....step 12
	33/34/35	V266	.....step 13
	36/37/38	V267	.....step 14
	39/40/41	V268	.....step 15
	42/43/44	V269	.....step 16
	45/46/47	V270	.....step 17
	48/49/50	V271	.....step 18
			Focal situation: situation type scale
	51	V272	p: couldn't make progress
	52	V273	w: satisfied way turned out
	53	V274	c: wanted to know what going on
	54	V275	d: needed basis choosing
	55	V276	w: felt couldn't control
	56	V277	w: felt anxious, helpless
	57	V278	p: things kept going wrong
	58	V279	w: didn't seem anything could do
	59	V280	c: needed to get facts
	60	V281	d: seemed more one way to go
	61	V282	w: felt couldn't predict
	62	V283	p: something stood in way
	63	V284	d: compared more one altern.
	64	V285	c: wanted more details
	65	V286	d: chose between more than one
	66	V287	c: wanted better way thinking
	67	V288	p: had solution, didn't work
	68	V289	d: difficult make up mind
	69	V290	c: wanted to understand
	70 ON		blank
			Standard Columns
08	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V291	Card #
	8	V292	Sample type
	9/10/11	V293	Respondent #

CODEBOOK GUIDE: URBAN NEEDS I

Card #	Column #	Variable #	DESCRIPTION
			Focal situation: other observing entities
08	12/13	V294	# others involved focal sit.
	14	V295	# unique individuals (CA 13)
	15	V296	....# collectivities/classes
	16	V297	....# amorphous groups
	17/18	V298	....sum of preceding 3 columns
	19	V299	E1: indiv./collective ID (CA 14)
	20	V300	E2:....
	21	V301	E3:....
	22	V302	E4:....
	23	V303	E1: institutional affil. (CA 15)
	24	V304	E2:....
	25	V305	E3:....
	26	V306	E4:....
	27	V307	E1: peer/kin affil. (CA 16)
	28	V308	E2:....
	29	V309	E3:....
	30	V310	E4:....
	31	V311	E1: same role as R (CA 17-18B)
	32	V312	....gap with R
	33	V313	....needs help/resource
	34	V314	....professional
	35	V315	....helper/facilitator
	36	V316	....blocker/victimizer/barrier
	37	V317	....object antagonism/neg. emotion
	38	V318	....being helped/facilitated
	39	V319	....has control over R
	40	V320	E2: same role as R (CA 17-18B)
	41	V321	....gap with R
	42	V322	....needs help/resource
	43	V323	....professional
	44	V324	....helper/facilitator
	45	V325	....blocker/victimizer/barrier
	46	V326	....object antagonism/neg. emotion
	47	V327	....being helped/facilitated
	48	V328	....has control over R
	49	V329	E3: same role as R (CA 17-18B)
	50	V330	....gap with R
	51	V331	....needs help/resource
	52	V332	....professional
	53	V333	....helper/facilitator
	54	V334	....blocker/victimizer/barrier
	55	V335	....object antagonism/neg. emotion
	56	V336	....being helped/facilitated
	57	V337	....has control over R
	58	V338	E4: same role as R (CA 17-18B)
	59	V339	....gap with R

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Card #	Column #	Variable #	DESCRIPTION
			(Focal situation: other observing entities)
08	60	V340	....needs help/resource
	61	V341	....professional
	62	V342	....helper/facilitator
	63	V343	....blocker/victimizer/barrier
	64	V344	....object antagonism/neg. emotion
	65	V345	....being helped/facilitated
	66	V346	....has control over R
	67/68	V347	Time line location: E1 (CA 23)
	69/70	V348	....E2
	71/72	V349	....E3
	73/74	V350	....E4
	75 ON		blank
			Standard Columns
09	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V351	Card #
	8	V352	Sample type
	9/10/11	V353	Respondent #
			Focal situation: analysis info seeking
	12	V354	#things tried find out (CA 24)
	13/14	V355	T1: kind thing (CA 25)
	15/16	V356	....T2
	17/18	V357	....T3
	19/20	V358	....T4
	21	V359	Hard, easy, impossible: T1
	22	V360	....T2
	23	V361	....T3
	24	V362	....T4
	25	V363	#tactics to find out: T1 (CA 26)
	26	V364	....T2
	27	V365	....T3
	28	V366	....T4
	29/30/31	V367	T1: first tactic used (CA 22)
	32/33/34	V368	....second tactic
	35/36/37	V369	T2: first tactic used
	38/39/40	V370	....second tactic
	41/42/43	V371	T3: first tactic
	44/45/46	V372	....second tactic
	47/48/49	V373	T4: first tactic
	50/51/52	V374	....second tactic
	53	V375	#professionals for T1 (CA 18B)
	54	V376	...T2
	55	V377	...T3
	56	V378	...T4

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Card #	Column #	Variable #	DESCRIPTION
			(Focal situation: analysis info seeking)
09	57	V379	#institutional for T1 (CA 15)
	58	V380	....T2
	59	V381	....T3
	60	V382	....T4
	61	V383	institut. ID first T1 (CA 15)
	62	V384	....T2
	63	V385	....T3
	64	V386	....T4
	65	V387	Successful finding out: T1
	66	V388	....T2
	67	V389	....T3
	68	V390	....T4
	69	V391	If found, did it help: T1
	70	V392	....T2
	71	V393	....T3
	72	V394	....T4
	73/74	V395	How helped? Why didn't? T1 (CA 27)
	75/76	V396	....T2
	77/78	V397	....T3
	79/80	V398	....T4
			Standard Columns
10	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V399	Card #
	8	V400	Sample type
	9/10/11	V401	Respondent #
			Situation embeddedness analysis: focal sit(F
	12	V402	Independent/tied in w/others?
	13	V403	....# other sits. tied in with
	14	V404	....a sit. caused/led to FS (CA 29)
	15	V405	....a sit. caused by FS (CA 29)
	16	V406	....a sit. might be caused by (CA 29)
	17	V407	Stand back/get up close?
	18	V408	....useful?
	19/20	V409	if sb useful, why (CA 27A)
	21/22	V410	....not useful, why (CA 27B)
	23/24	V411	if close useful, why (CA 27A)
	25/26	V412	....not useful, why (CA 27B)
	27	V413	cropped up/grew out of others
	28	V414	....# other sits. grew out of
	29	V415	hard or easy to get at heart of
	30/31	V416	....if easy, what made it (CA 27A)

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Card #	Column #	Variable #	DESCRIPTION
10	32/33	V417	....if hard, what made it (CA 27B)
	34	V418	....if hard (or both), barrier 1 (CA 28)
	35	V419	................barrier 2 (CA 28)
	36	V420	caused/led to other situations
	37	V421	....# other situations caused
	38	V422	....actually caused (CA 29)
	39	V423	....might be caused (CA 29)
			Time and importance of focal situation
	40	V424	How important was situation
	41	V425	How long ago first came up? Time unit
	42/43	V426	# of time units
			Tactic use scale items: focal situation
	44	V427	DID YOU change view situation?
	45	V428	....complain to someone
	46	V429	....find someone agree w/you?
	47	V430	....read something relating?
	48	V431	....get emotional or angry?
	49	V432	....put situation out of mind?
	50	V433	....talk to someone?
	51	V434	....spend time thinking?
	52	V435	....try out possible solutions?
	53	V436	....eliminate an approach?
	54	V437	....compare at least 2 approaches?
	55	V438	....get outside help?
	56	V439	....ask someone what to do?
	57	V440	DID IT HELP? Change view situation?
	58	V441	....complain to someone?
	59	V442	....find someone agreed w/you?
	60	V443	....read something relating?
	61	V444	....get emotional or angry
	62	V445	....put something out of mind?
	63	V446	....talk to someone?
	64	V447	....spend time thinking?
	65	V448	....try out possible solution?
	66	V449	....eliminate an approach?
	67	V450	....compare at least 2 approaches?
	68	V451	....get outside help?
	69	V452	....ask someone what to do?
	70/71	V453	HOW HELP? WHY NOT? Change view? (CA 27)
	72/73	V454	....complain to someone?
	74/75	V455	....find someone agreed w/you?
	76/77	V456	....read something relating?
	78/79	V457	....get emotional or angry
	80		blank

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Card #	Column #	Variable #	DESCRIPTION
			Standard Columns
11	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V458	Card #
	8	V459	Sample type
	9/10/11	V460	Respondent #
	12/13	V461	....put something out of mind?
	14/15	V462	....talk to someone?
	16/17	V463	....spend time thinking?
	18/19	V464	....try out possible solution?
	20/21	V465	....eliminate an approach?
	22/23	V466	....compare at least 2 approaches?
	24/25	V467	....get outside help?
	26/27	V468	....ask someone what to do?
			Solution availability: focal situation
	28	V469	How easy to deal w/situation?
	29	V470	How available resolution?
	30	V471	How available information?
	31	V472	How available outside help?
	32	V473	How many people could resolve?
	33	V474	Situation resolution status?
	34	V475	If resolved, resolved right way?
	35	V476	..... satisfied with resolution?
	36	V477	If not resolved, still exist?
	37	V478	....still working on it?
	38/39	V479	....why lack resolution? depth 1 (CA 28B)
	40/41	V480	.........depth 2
	42/43	V481	.........depth 3
			Hypo relationship w/expert: focal sit.
	44	V482	#Q would ask expert?
	45/46	V483	Nature of Q1 (CA 25)
	47/48	V484	....Q2
	49/50	V485	....Q3
	51/52	V486	....Q4
	53	V487	# things want expert to know
	54/55	V488	Nature of first thing (CA 30)
	56/57	V489	.....second thing
	58/59	V490	.....third thing
			R's labelling and storage of info.: focal sit
	60	V491	Would R save/label info?
	61	V492	#words in label? (CA 31)
	62	V493	#org/pers/add words (CA 31)
	63	V494	#time/date words (CA 31)

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Card #	Column #	Variable #	DESCRIPTION
			(R's labelling and storage of info.:focal sit
11	64	V495	#nouns (CA 31)
	65	V496	#comparative/super adj (CA 31)
	66	V497	#verbs (CA 31)
	67	V498	used only ambiguous words?
			Hypo use of library: focal situation
	68	V499	Likelihood of using library
	69	V500	#words in lib. search (CA 32)
	70	V501	#places could look in catalogue
			Hypothetical #1: HOUSING
	71	V502	Which version of hypo Qs?
	72	V503	#steps in housing TL?
	73/74/75	V504	Tactic analysis...step 1 (CA 22)
	76/77/78	V505	....step 2
	79/80		blank
			Standard Columns
12	1/2/3	----	Project #
	4/5	----	Deck #
	6/7	V506	Card #
	8	V507	Sample type
	9/10/11	V508	Respondent #
	12/13/14	V509	....step 3
	15	V510	#things R would try to find out?
	16/17	V511	....thing 1 (CA 25)
	18/19	V512	....thing 2
	20	V513	Did R add any new tactics in "how"?
	21/22/23	V514	....first new tactic (CA 22)
			Hypothetical #2: HEALTH
	24	V515	#steps in TL?
	25/26/27	V516	Tactic analysis...step 1 (CA 22)
	28/29/30	V517	....step 2
	31/32/33	V518	....step 3
	34	V519	#things R would try to find out?
	35/36	V520	....thing 1 (CA 25)
	37/38	V521	....thing 2
	39	V522	Did R add any new tactics in "how"
	40/41/42	V523	....first new tactic (CA 22)

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Card #	Column #	Variable #	DESCRIPTION
			Hypothetical #3: NEIGHBORHOOD
12	43	V524	#steps in TL
	44/45/46	V525	Tactic analysis...step 1 (CA 22)
	47/48/49	V526	....step 2
	50/51/52	V527	....step 3
	53	V528	#things R would find out
	54/55	V529	....thing #1 (CA 25)
	56/57	V530	....thing #2
	58	V531	Any new tactics added in "how"
	59/60/61	V532	....first new tactic (CA 22)
			Hypothetical #4: CONSUMER
	62	V533	#steps in TL
	63/64/65	V534	Tactic analysis...step 1 (CA 22)
	66/67/68	V535	....step 2
	69/70/71	V536	....step 3
	72	V537	#things R would find out
	73/74	V538	....thing #1 (CA 25)
	75/76	V539	....thing #2
	77	V540	Any new tactics added in "how"
	78/79/80	V541	....first new tactic (CA 22)

/CARD 1 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
				/MISSING DATA=9,999,999/
1/2/3	Cover	----	Project #	400
4/5		----	Deck #	01 = raw data deck
6[illegible]		V001	Card #	01
8		V002	Sample type	1 = GP 2 = Asian (A) 3 = Black (B)
9/10/11		V003	Respondent #	001-300 (GP) 001-151 (Asian) 001-151 (Black)
12/13		V004	CRC Sampling Unit # (see sampling chapter)	01-60 (exact code)
14/15/16		V005	# minutes interview lasted	001 - nnn (exact code)
17		V006	month of fielding	1 = March 1975 2 = April 1975 3 = May 1975
18/19		V007	Date within month	01 - 31 (exact code)
20	4/5	V008	Q1. #different situations described in Q1.	0 - 8 (exact code) 8 - 8 or more
21		V009	Q1. #resolved situations described in Q1.	"
22		V010	Q1. #unresolved situations described in Q1.	"
23		V011	Q2. Which version of pages 6-8?	1 = version A 2 = version B

NOTE: For V008 to V011, redundancies in situation naming were eliminated, such that the earliest articulation of a situation was the one retained.

Columns	Page	Variable #	Variable Description	Code
24	6/7/8	V012	Q2. Was a 2A situation named? (crime and safety)	0 = no 1 = yes

NOTE: Questionnaire had two versions of V012 to V024, one asking items in reverse order of the other. The reversed version was reflected in coding to correspond to code book fields.

Columns	Page	Variable #	Variable Description	Code
25		V013	Q2. Was a 2B situation named? (employment and job issues)	"
26		V014	Q2. Was a 2C situation named? (leisure time activity)	"
27		V015	Q2. Was a 2D situation named? (neighborhood issues)	"
28		V016	Q2. Was a 2E situation named? (housing and household maintenance)	"
29		V017	Q2. Was a 2F situation named? (consumer, buying, financial)	"
30		V018	Q2. Was a 2G situation named? (child care and family relationships)	"
31		V019	Q2. Was a 2H situation named? (legal matters)	"
32		V020	Q2. Was a 2I situation named? (health matters)	"
33		V021	Q2. Was a 2J situation named? (education and schooling)	"
34		V022	Q2. Was a 2K situation named? (discrimination and race relations)	"
35		V023	Q2. Was a 2L situation named? (transportation)	"
36/37		V024	Q2. #different situations in Q2.	00 - nn (exact code)

NOTE: For V012 to V024, redundancies in situation naming were eliminated such that the earliest articulation of the situation was the one retained.

/CARD 1 CODEBOOK/

Columns	Page	Variable #	Variable Description	Code
38/39	6/7/8	V025	Q2. # resolved situations described in Q2	00 - nn (exact code)
40/41		V026	Q2. #unresolved situations described in Q2	"
42	10/11	V027	Q4/5. Which version of pages 10-11? A = resolved to unresolved B = unresolved to resolved	1 = version A 2 = version B
43		V028	Q4/5. Was a resolved situation elicited on page 10/11?	0 = no 1 = yes
44		V029	Q4/5. Was an unresolved situation elicited on page 10/11?	"
45/46	1-11	V030	Total #of different situations named	00 - nn (exact code)
47/48		V031	Total # of resolved situations named	"
49/50		V032	Total #of unresolved situations named	"
51/52	26	V033	Q41. # of adults in household	00 - 98 (exact count)
53/54		V034	Q42. # of children in household	00 - 98 (exact count)
55/56		V035	Q43. Occupational prestige of R	CA SCHEME 1
57/58		V036	Q44. Highest occupational prestige in household	"
59		V037	Q43/44. Total #of persons who are employed full or part-time	0 - 8 (exact count) 8 = 8 or more
60/61	27	V038	Q45. Highest grade completed in school	00 - 17 (exact count) 17 = 17 or more
62		V039	Q46. # years other training	0 = no, none 1 - 8 (exact count) 8=8 or more

/CARD 1 CODEBOOK/

Columns	Page	Variable #	Variable Description	Code
63	27	V040	Q47. Living quarters owned or rented?	1 = owned 2 = rented 3 = other
64/65		V041	Q48. #years in King Co. area	00 - 98 (exact cou
66		V042	Q49. Respondent's age	1 = less than 20 2 = 20's 3 = 30's 4 = 40's 5 = 50's 6 = 60's 7 = 70's +
67/69		V043	Q50. Respondent phone #	nnnnnnn (exact code
70/71/72/73			BLANK	
74	28	V044	Q51. Sex of respondent	1 = male 2 = female
75		V045	Q52. Racial/ethnic origin of R	1 = Asian 2 = Black 3 = Chicano 4 = Native American 5 = White 9 = NA/DK
76/77		V046	Interviewer name	CA SCHEME #33
78/79/80			Blank	

/CARD 2 CODEBOOK/

Columns	Page	Variable #	Variable Description	Code
1/2/3		----	Project #	400
4/5		----	Deck #	01 = raw data deck
6/7		V047	Card #	02
8		V048	Sample type	1 = GP 2 = Asian (A) 3 = Black (B)
9/10/11		V049	Respondent #	001 - 300 (GP) 001 - 151 (Asian) 001 - 151 (Black)
12/13	1 - 11	V050	* Quaire location of situation #1	CA SCHEME #2
14		V051	Was the situation unresolved or resolved?	1 = unresolved 2 = resolved 3 = both
15/16/17		V052	Topic focus situation 1: depth 1	CA SCHEME #3
18/19/20		V053	Topic focus situation 1: depth 2	"
21		V054	#depths topic focus potentially codeable given more card space	1 - 8 (exact count)
22/23		V055	#words in situation articulation as recorded by interviewer	00 - 98 (exact coun 98 = 98 or more
24		V056	Universality of situation 1 description	CA SCHEME #4
25		V057	Situation 1 stated as complaint?	CA SCHEME #5 0=no 1=yes 8=DK
26		V058	......as information need?	"
27		V059	......as resource/service need?	"
28		V060	Situation 1 described as decision?	CA SCHEME #6 0 = no 1 = yes 8 = DK

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* For explanation of how situations were chosen for analysis, see card 4 codebook.

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/CARD 2 CODEBOOK/

Columns	Page	Variable #	Variable Description	Code
29		V061	......as problem?	CA SCHEME #6 0=no 1=yes 8=DK
30		V062	......as worry?	"
31		V063	......as comprehending?	"
32/33	1-11	V064	* Quaire location of situation #2	CA SCHEME #2
34		V065	Was the situation unresolved or resolved?	1 = unresolved 2 = resolved 3 = both
35/36/37		V066	Topic focus situation 2: depth 1	CA SCHEME # 3
38/39/40		V067	........depth 2	"
41		V068	#depths topic focus potentially codeable given more card space	1 - 8 (exact count)
42/43		V069	#words in situation articulation as recorded by interviewer	00 - 98 (exact coun 98 = 98 or more
44		V070	Universality of situation 2	CA SCHEME #4
45		V071	Situation 2 stated as complaint?	CA SCHEME #5 0=no 1=yes 8=DK
46		V072	......as information need?	"
47		V073	......as resource/service need?	"
48		V074	Situation 2 described as decision?	CA SCHEME #6 0=no 1=yes 8=DK
49		V075	......as problem?	"
50		V076	......as worry?	"
51		V077	......as comprehending?	"
52/53		V078	*Quaire location of situation #3	CA SCHEME #2

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*For an explanation of how situations were chosen for analysis, see card 4 codebook.

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/CARD 2 CODEBOOK/

Columns	Page	Variable #	Variable Description	Code
54	1-11	V079	Was the situation unresolved or resolved?	1 = unresolved 2 = resolved 3 = both
55/56/57		V080	Topic focus situation 3: depth 1	CA SCHEME #3
58/59/60		V081	.........depth 3	"
61		V082	#depths topic focus potentially codeable given more card space	1 - 8 (exact count)
62/63		V083	#words in situation articulation as recorded by interviewer	00 - 98 (exact count) 98 = 98 or more
64		V084	Universality of situation 3	CA SCHEME #4
65		V085	Situation 3 stated as complaint?	CA SCHEME #5 0=no 1=yes 8=DK
66		V086	......as information need?	"
67		V087	......as resource/service need?	"
68		V088	Situation 3 described as decision?	CA SCHEME #6 0=no 1=yes 8=DK
69		V089	....as problem?	"
70		V090	....as worry?	"
71		V091	....as comprehending?	"
72-80			BLANK	

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/CARD 3 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
1/2/3		----	Project #	400
4/5		-----	Deck #	01=raw data deck
6/7		V092	Card #	03
8		V093	Sample type	1 = GP 2 = Asian (A) 3 = Black (B)
9/10/11		V094	Resp[illegible] #	001 - 300 (GP) 001 - 151 (Asian) 001 - 151 (Black)
12/13	1-11	V095	* Quaire location of situation #4	CA SCHEME #2
14		V096	Was the situation unresolved or resolved?	1=unresolved 2=resolved 3=both
15/16/17		V097	Topic focus situation 4: depth 1	CA SCHEME #3
18/19/20		V098	.........depth 2	"
21		V099	#depths topic focus potentially codeable given more card space	1 - 8 (exact count)
22/23		V100	#words in situation articulation as recorded by interviewer	00 - 98 (exact coun 98 = 98 or more
24		V101	Universality of situation #4 description	CA SCHEME #4
25		V102	Situation #4 stated as complaint?	CA SCHEME #5 0=no 1=yes 8=DK
26		V103	......as information need?	"
27		V104	......as resource/service need?	"
28		V105	Situation 4 described as decision?	CA SCHEME #6 0=no 1=yes 8=DK

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*For an explanation of how situations were chosen for analysis, see card 4 codebook.

/CARD 3 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
29	1-11	V106	......as problem?	"
30		V107	......as worry?	"
31		V108	......as comprehending?	"
32-80			BLANK	

/CARD 4 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
1/2/3		----	Project #	400
4/5		----	Deck #	01 = raw data deck
6/7		V109	Card #	04
8		V110	Sample type	1=GP 2=Asian (A) 3=Black (B)
9/10/11		V111	Respondent #	001-300 (GP) 001-151 (Asian) 001-151 (Black)

Cards 2, 3, and 4 represent analyses of up to 5 situations. One of these is the focal situation, the one which was analyzed in depth per procedures explained in the questionnaire on pages 9-12. All focal situations were coded as situation #5 on card 4. Many respondents had more than one situation, however, and therefore more than a focal situation. These remaining situations were coded as situations 1, 2, 3,and 4 on cards 2 and 3. Situations were designated as 1 through 4 in the order of articulation (skipping the focal situation). If a respondent had more than five situations in all (one focal + five other), the focal situation was coded as situation #5 and four additional situations were selected randomly to be coded as situations 1,2,3,4.

Columns	Page	Variable#	Variable Description	Code
12/13	1-11	V112	Quaire location of situation #5	CA SCHEME# 2
14		V113	Was the situation unresolved or resolved?	1 = unresolved 2 = resolved 3 = both
15/16/17		V114	Topic focus: depth 1	CA SCHEME #3
18/19/20		V115	Topic focus: depth 2	"
21/22		V116	#words in situation articulation as recorded by interviewer	00-98 (exact count) 98=98 or more
23		V117	Universality of situation description	CA SCHEME #4
24		V118	Stated as complaint?	CA SCHEME #5 0=no 1=yes 8=DK

/CARD 4 CODEBOOK/

Columns	Page	Variable #	Variable Description	Code
25	1-11	V119	Stated as information need?	CA SCHEME #5 0=no 1=yes 8=DK
26		V120	Stated as resource/service need?	"
27		V121	Described as decision?	CA SCHEME #6 0=no 1=yes 8=DK
28		V122	Described as problem?	"
29		V123	Described as worry?	"
30		V124	Described as comprehending?	"
31		V125	Used decision words?	CA SCHEME #7 0=no 1=yes 8=DK
32		V126	Used problem words?	"
33		V127	Used worry words?	"
34		V128	Used comprehending words?	"
35		V129	#of sub-situations in situation	CA SCHEME #8
36/37		V130	P1: situation type	CA SCHEME #9
38/39		V131	S1: situation type	"
40/41		V132	S2:situation type	"
42		V133	P1:time frame	CA SCHEME #10
43		V134	S1:time frame	"
44		V135	S2: time frame	"
45		V136	P1: social referent	CA SCHEME#11
46		V137	S1: social referent	"
47		V138	S2: social referent	"
48		V139	#of observing entities named other than respondent	CA SCHEME #13

/CARD 4 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
49	1-11	V140	E1: individual/collective ID	CA SCHEME 14
50		V141	E2...	"
51		V142	E1: institutional affiliation	CA SCHEME 15
52		V143	E2...	"
53		V144	E1: peer/kin/network affiliation	CA SCHEME 16
54		V145	E2...	"
55		V146	E1: nature of relationship	CA SCHEME 17
56		V147	E2...	"
57		V148	E1: barrier/facilitator	CA SCHEME 18
58		V149	E2...	"
59		V150	E1: client/professional	"
60		V151	E2...	"
61		V152	E1: victim/victimizer	"
62		V153	E2...	"
63		V154	E1: antagonism/friendship	"
64		V155	E2...	"
65		V156	E1: temporary/permanent	"
66		V157	E2...	"
67		V158	E1: one up/one down	"
68		V159	E2...	"
69		V160	E1: helper/helpee	"
70		V161	E2...	"
71		V162	#depths potentially codeable on the topic focus	CA SCHEME 3 1 - 8 (exact count)
72-80			BLANK	

/CARD 5 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
1/2/3	12-13	----	Project #	400
4/5		----	Deck #	01=raw data deck
6/7		V163	Card #	05
8		V164	Sample type	1=GP 2=Asian (A) 3=Black (B)
9/10/11		V165	Respondent #	001-300 (GP) 001-151 (Asian) 001-151 (Black)
12/13	13	V166	Q8. #steps on time line before BRE INTERVIEWER DIVISION	00=none 01-nn (exact coun 98=steps there bu I did not divid
14/15	13	V167	Q9. #steps on time line after BRE INTERVIEWER DIVISION	"
16	12	V168	Q7. #steps in BRE INTERVIEWER DIVISION	0=none 1=1 unit only, no division 2-8 (exact count)
17/18	12-13	V169	Q7,8,9.#steps on TIME LINE TOTAL INTERVIEWER DIVISION	01-97 (exact coun 98=steps there bu I did not divid
19/20	13	V170	Q8. #steps before BRE (CODER DIVISION)	CA SCHEME 19 00-nn 99=not codeable
21/22	13	V171	Q7.#steps in BRE (CODER DIVISION)	"
23/24	12	V172	Q9.#steps after BRE (CODER DIVISION)	"
25/26	12-13	V173	Q7,8,9.#steps total (CODER DIVISION)	"
27/28		V174	Q7,8 step at which BRE first occurs	"

/CARD 5 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
29/30/31	12-13	V175	Topic focus of time line:depth 1	CA SCHEME 3
32/33/34		V176	Topic focus of time line:depth 2	"
35		V177	#depths topic focus potentially codeable given more card space (include depth 1 & 2)	1 - 8 (exact count) 8 = 8 or more
36/37		V178	#steps in time line devoted to depth 1 topic	CA SCHEME 3B 01-nn (exact count)
38/39		V179	#steps in time line devoted to depth 2 topic	"
40		V180	Universality of situation as described on time line	CA SCHEME 4
41		V181	Did R articulate situation on time line as a COMPLAINT?	CA SCHEME 5 0=no 1=yes 8=DK
42		V182	.....as a NEED FOR INFORMATION?	"
43		V183	.....as a NEED FOR RESOURCE/ SERVICE?	"
44		V184	Did R indicate on time line that he was in a DECISION state?	CA SCHEME 6 0=no 1=yes 8=DK
45		V185	.....a PROBLEM state?	"
46		V186	.....a WORRY state?	"
47		V187	.....a COMPREHENDING state?	"
48		V188	Did R focus on PERSONAL SELF as social referent?	CA SCHEME 11 0=no 1=yes 8=DK
49		V189	.....FAMILY or FAMILY LIFE social referent?	"
50		V190	.....WORK social referent?	"

/CARD 5 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
51	12-13	V191	.....NEIGHBORHOOD/COMMUNITY social referent?	CA SCHEME 11 0=no 1=yes 8=DK
52		V192	.....INSTITUTIONAL social referent?	"
53		V193	#of social referents coded "yes"	(0-5)
54		V194	Co-orientational state: step 1	CA SCHEME 20
55		V195	....step 2	"
56		V196	....step 3	"
57		V197	....step 4	"
58		V198	....step 5	"
59		V199	....step 6	"
60		V200	....step 7	"
61		V201	....step 8	"
62		V202	....step 9	"
63		V203	....step 10	"
64		V204	....step 11	"
65		V205	....step 12	"
66		V206	....step 13	"
67		V207	....step 14	"
68		V208	....step 15	"
69		V209	....step 16	"
70		V210	....step 17	"
71		V211	....step 18	"
72-80			BLANK	

/CARD 6 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
1/2/3	12-13	----	Project #	400
4/5		----	Deck #	01=raw data deck
6/7		V212	Card #	06
8		V213	Sample type	1=GP 2=Asian (A) 3=Black (B)
9/10/11		V214	Respondent #	001-300 (GP) 001-151 (Asian) 001-151 (Black)
12/13	12-13	V215	Situation type: step 1	CA SCHEME 9
14/15		V216	....step 2	"
16/17		V217	....step 3	"
18/19		V218	....step 4	"
20/21		V219	....step 5	"
22/23		V220	....step 6	"
24/25		V221	....step 7	"
26/27		V222	....step 8	"
28/29		V223	....step 9	"
30/31		V224	....step 10	"
32/33		V225	....step 11	"
34/35		V226	....step 12	"
36/37		V227	....step 13	"
38/39		V228	....step 14	"
40/41		V229	....step 15	"
42/43		V230	....step 16	"
44/45		V231	....step 17	"

/CARD 6 CODEBOOK/

Column	Page	Variable#	Variable Description	Code
46/47	12-13	V232	....step 18	CA SCHEME 9
48		V233	Direction of movement: step 1	CA SCHEME 21
49		V234	....step 2	"
50		V235	....step 3	"
51		V236	....step 4	"
52		V237	....step 5	"
53		V238	....step 6	"
54		V239	....step 7	"
55		V240	....step 8	"
56		V241	....step 9	"
57		V242	....step 10	"
58		V243	....step 11	"
59		V244	....step 12	"
60		V245	....step 13	"
61		V246	....step 14	"
62		V247	....step 15	"
63		V248	....step 16	"
64		V249	....step 17	"
65		V250	....step 18	"
66/67/68		V251	Tactic analysis: step 1	CA SCHEME 22
69/60/71		V252	.....step 2	"
72/73/74		V253	.....step 3	"
75/76/77		V254	.....step 4	"
78/79/80		V255	.....step 5	"

/TACTIC ANALYSIS CONTINUES ON NEXT CARD/

/CARD 7 CODEBOOK/

Column	Page	Variable#	Variable Description	Code
1/2/3		----	Project #	400
4/5		-----	Deck#	01=raw data deck
6/7		V256	Card#	07
8		V257	Sample type	1=GP 2=Asian (A) 3=Black (B)
9/10/11		V258	Respondent#	001-300 (GP) 001-151 (Asian) 001-151 (Black)
			/TACTIC ANALYSIS CONTINUED/	
12/13/14	12-13	V259	.....step 6	CA SCHEME 22
15/16/17		V260	.....step 7	"
18/19/20		V261	.....step 8	"
21/22/23		V262	.....step 9	"
24/25/26		V263	.....step 10	"
27/28/29		V264	.....step 11	"
30/31/32		V265	.....step 12	"
33/34/35		V266	.....step 13	"
36/37/38		V267	.....step 14	"
39/40/41		V268	.....step 15	"
42/43/44		V269	.....step 16	"
45/46/47		V270	.....step 17	"
48/49/50		V271	.....step 18	"
51	14	V272	SITUATION TYPE SCALE (10a) couldn't make progress (p)	0=no 1=yes 8=missing data
52		V273	(10b) satisfied with way turn out (w)	"

/CARD 7 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
53	14	V274	(10c) wanted to know what was going on (c)	0=no 1=yes 8=missing data
54		V275	(10d)needed basis choosing (d)	"
55		V276	(10e)felt couldn't control (w)	"
56		V277	(10f)felt anxious and helpless (w)	"
57		V278	(10g)things kept going wrong (p)	"
58		V279	(10h)didn't seem anything could do (w)	"
59		V280	(10i)needed to get the facts (c)	"
		/NOTE: 10j left out of Q /		
60		V281	(10k)seemed more than one way (d)	"
61		V282	(10l)felt couldn't predict (w)	"
62		V283	(10m)something stood in way (p)	"
63		V284	(10n)compared more than one alt. (d)	"
64		V285	(10o)wanted more details (c)	"
65		V286	(10p)chose between more than one (d)	"
66		V287	(10q)wanted better way thinking (c)	"
67		V288	(10r)had solution didn't work (p)	"
68		V289	(10s)difficult to make up mind (d)	"
69		V290	(10t)wanted to understand (c)	"
70-80			BLANK	

/CARD 8 CODEBOOK/

Column	Page	Variable#	Variable Description	Code
1/2/3		----	Project#	400
4/5		----	Deck#	01=raw data deck
6/7		V291	Card#	08
8		V292	Sample type	1=GP 2=Asian (A) 3=Black (B)
9/10/11		V293	Respondent#	001-300 (GP) 001-151 (Asian) 001-151 (Black)
12/13	15	V294	Q11. #of other people R said were involved?	00=R said no one 01-98 (exact count) 98=98 or more
14		V295	Coder count: # of unique individuals named	CA SCHEME 13 0-8
15		V296	...#of collectivities or classes of people named	" "
16		V297	...#of amorphous groups named	" "
17/18		V298	...sum of preceding 3 codes	CA SCHEME 13 00-98 98=98 or more
19		V299	Individual/collective ID: E1	CA SCHEME 14
20		V300	.....E2	"
21		V301	.....E3	"
22		V302	.....E4	"
23		V303	Institutional affiliation:E1	CA SCHEME 15
24		V304	.....E2	"
25		V305	.....E3	"
26		V306	.....E4	"
27		V307	Peer/kin network affiliation: E1	CA SCHEME 16
28		V308	.....E2	"

/CARD 8 CODEBOOK/

Columns	Page	Variable #	Variable Description	Code
29	15	V309	.....E3	CA SCHEME 16
30		V310	.....E4	"
31		V311	E1: same role as R	CA SCHEME 17-18B 0=no 1=yes 8=DK
32		V312	....gap with R	"
33		V313	....needs help/resource	"
34		V314	....professional	"
35		V315	....helper/facilitator	"
36		V316	....blocker/victimizer to R	"
37		V317	....object antagonism/neg.emotion	"
38		V318	....being helped/facilitated	"
39		V319	....has control over R	"
40		V320	E2: same role as R	"
41		V321	....gap with R	"
42		V322	....needs help/resource	"
43		V323	....professional	"
44		V324	....helper/facilitator	"
45		V325	....blocker/victimizer to R	"
46		V326	....object antagonism/neg.emotion	"
47		V327	....being helped/facilitated	"
48		V328	....has control over R	"
49		V329	E3: same role as R	"
50		V330	....gap with R	"
51		V331	....needs help/resource	"

/CARD 8 CODEBOOK/

Columns	Page	Variable #	Variable Description	Code
52	15	V332	....professional	CA SCHEME 17-18B 0=no 1=yes 8=DK
53		V333	....helper/facilitator	"
54		V334	....blocker/victimizer to R	"
55		V335	....object antagonism/neg.emotion	"
56		V336	....being helped/facilitated	"
57		V337	....has control over R	"
58		V338	E4: same role as R	"
59		V339	....gaps with R	"
60		V340	....needs help/resource	"
61		V341	....professional	"
62		V342	....helper/facilitator	"
63		V343	....blocker/victimizer to R	"
64		V344	....object antagonism/neg.emotion	"
65		V345	....being helped/facilitated	"
66		V346	....has control over R	"
67/68		V347	Location on time line: E1	CA SCHEME 23
69/70		V348	....E2	"
71/72		V349	....E3	"
73/74		V350	....E4	"
75-80			BLANK	

/CARD 9 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
1/2/3		-----	Project #	400
4/5		-----	Deck #	01
6/7		V351	Card #	09
8		V352	Sample Type	1=GP 2=Asian (A) 3=Black (B)
9/10/11		V353	Respondent #	001-300 (GP) 001-151 (Asian 001-151 (Black)
12	15	V354	Q12. #different things R tried to find out as determined by coder	CA SCHEME 24 0-8 (exact count) 8=8 or more
13/14		V355	What things did R try to find out.....T1	CA SCHEME 25
15/16		V356	........T2	"
17/18		V357	........T3	"
19/20		V358	........T4	"
21	16	V359	Q13a. Was it easy, hard, or impossible....T1	1=easy 2=hard 3=impossible 8=don't know
22		V360	........T2	"
23		V361	........T3	"
24		V362	........T4	"
25		V363	Q13b. #tactics R used to try to find out.....T1	CA SCHEME 26 0-8 (exact count) 8=8 or more
26		V364	........T2	"
27		V365	........T3	"
28		V366	........T4	"

/CARD 9 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
29/30/31	16	V367	FIRST TACTIC USED: T1	CA SCHEME 22
32/33/34		V368	SECOND TACTIC USED: T1	"
35/36/37		V369	FIRST TACTIC USED: T2	"
38/39/40		V370	SECOND TACTIC USED: T2	"
41/42/43		V371	FIRST TACTIC USED: T3	"
44/45/46		V372	SECOND TACTIC USED: T3	"
47/48/49		V373	FIRST TACTIC USED: T4	"
50/51/52		V374	SECOND TACTIC USED: T4	"
53		V375	Q13b. #professionals contacted for T1.	CA SCHEME 18B 0=none 1-8 (exact count) 8=8 or more
54		V376	.....T2	"
55		V377	.....T3	"
56		V378	.....T4	"
57		V379	#institutional contacts for T1	CA SCHEME 15 0=none 1-8 (exact count) 8=8 or more
58		V380	.....T2	"
59		V381	.....T3	"
60		V382	.....T4	"
61		V383	ID of first institutional contact for T1	CA SCHEME 15
62		V384	.....T2	"
63		V385	.....T3	"
64		V386	.....T4	"

/CARD 9 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
65	16	V387	Q13c. Was R successful in finding this out....T1	0=no 1=yes and no 2=yes 8=don't know 8=haven't tried
66		V388	.....T2	"
67		V389	.....T3	"
68		V390	.....T4	"
69		V391	Q13d. If found it out: did it help?.....T1	0=no 1=yes and no 2=yes 8=don't know 8=haven't found out
70		V392	.....T2	"
71		V393	.....T3	"
72		V394	.....T4	"
73/74		V395	Q13e. How helped? Why didn't? T1	CA SCHEME 27A & 27B
75/76		V396	.....T2	"
77/78		V397	.....T3	"
79/80		V398	.....T4	"

/CARD 10 CODFBOOK/

Columns	Page	Variable#	Variable Description	Code
1/2/3		-----	Project#	400
4/5		----	Deck#	01
6/7		V399	Card#	10
8		V400	Sample type	1=GP 2=Asian (A) 3=Black (B)
9/10/11		V401	Respondent#	001-300 (GP) 001-151 (Asian) 001-151 (Black)
12	17	V402	Q14. Situation independent...or tied in to others	0=independent 1=tied in w/others
13		V403	#other situations tied in with, as recorded by interviewer	0-8 (exact count) 8=8 or more
14		V404	Did R name anything which CAUSED OR LED UP TO FOCAL SITUATION? /O/ ⟶ /F/	CA 29-item 1 0=no 1=yes
15		V405	Did R name anything WHICH WAS ACTUALLY CAUSED BY OR ACTUALLY GREW OUT OF FOCAL SITUATION? /F/ ⟶ /O/	CA 29-item 2 0=no 1=yes
16		V406	Did R name anything WHICH HE HOPES, EXPECTS, FEARS OR THINKS MIGHT BE CAUSED BY OR GROW OUT OF FOCAL SITUATION? /F/ ⟶ /O/	CA 29-item 3 0=no 1=yes
17		V407	Q15. Did R see situation as one where you need to stand back/ get up close/do both/neither?	0=neither 1=stand back 2=up close 3=do both
18		V408	Was this seen as useful?	0=no 1=yes 2=both

/CARD 10 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
19/20	17	V409	IF STANDING BACK WAS USEFUL, why?	CA 27A
21/22		V410	IF STANDING BACK WAS NOT USEFUL, why?	CA 27B
23/24		V411	IF UP CLOSE WAS USEFUL, why?	CA 27A
25/26		V412	IF UP CLOSE WAS NOT USEFUL, why?	CA 27B
27	18	V413	Q16. Situation cropped up... or grew out of others?	0=cropped up 1=grew out of others
28		V414	#of other situations this one grew out of?	0-8 (exact count) 8=8 or more
29		V415	Q17. Situation hard or easy to get at heart of?	0=easy 1=both hard & easy 2=hard
30/31		V416	IF EASY, what made it easy?	CA SCHEME 27A
32/33		V417	IF HARD, what made it hard?	CA SCHEME 27B
34		V418	IF HARD (or both easy and hard), BARRIERS TO GETTING AT HEART -- depth 1	CA SCHEME 28
35		V419	......................depth 2	"
36	19	V420	Q18. Did situation cause or lead to other situations?	0=no 1=yes
37		V421	#of other situations this situation caused or led to?	0-8 (exact count) 8=8 or more
38		V422	Did R name anything WHICH WAS ACTUALLY CAUSED BY OR ACTUALLY GREW OUT OF FOCAL SITUATION?	CA 29-item 2 0=no 1=yes
39		V423	Did R name anything which HE FEARS MIGHT BE CAUSED BY OR GROW OUT OF FOCAL SITUATIONS?	CA 29-item 3 0=no 1=yes
40		V424	Q19. How important was situation?	4=very important 3=moderately import. 2=moderately unimp. 1=very unimportant

/CARD 10 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
41	19	V425	Q20. How long ago did situation first come up? TIME BASIS FOR ANSWER	1=days 2=weeks 3=months 4=years
42/43		V426	.....#of TIME UNITS (as recorded above)	00=less than 1 01-98 (exact count) 98=98 or more
44	20	V427	Q22. In process, did you..... change view of situation?	0=doesn't apply or NO 1=yes
45		V428	...complain to someone	"
46		V429	...find someone who agreed w/you	"
47		V430	...read something relating	"
48		V431	...get emotional or angry	"
49		V432	...put situation out of mind	"
50		V433	...talk to someone	"
51		V434	...spend time thinking	"
52		V435	...try out possible solution	"
53		V436	...eliminate an approach	"
54		V437	...compare at least 2 approaches	"
55		V438	...get outside help	"
56		V439	...ask someone what to do	"
57		V440	Did it help?....change of view?	0=no 1=yes
58		V441	...complain to someone	"
59		V442	...find someone who agreed w/you	"
60		V443	...read something relating	"
61		V444	...get emotional or angry	"
62		V445	...put situation out of mind	"
63		V446	...talk to someone	"

/CARD 10 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
64	20	V447	...spend time thinking	0=no 1=yes
65		V448	...try out possible solution	"
66		V449	...eliminate an approach	"
67		V450	...compare at least 2 approaches	"
68		V451	...get outside help	"
69		V452	...ask someone what to do	"
70/71		V453	HOW HELPED? WHY DIDN'T?... change of view?	CA SCHEME 27A & 27B
72/73		V454	...complain to someone	"
74/75		V455	...find someone who agreed w/you	"
76/77		V456	...read something relating	"
78/79		V457	...get emotional or angry	"
80			BLANK	

/Q22C.....finish coding on card 11./

/CARD 11 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
1/2/3		----	Project#	400
4/5		-----	Deck#	01
6/7		V458	Card#	11
8		V459	Sample type	1=GP 2=Asian(A) 3=Black(B)
9/10/11		V460	Respondent#	001-300 (GP) 001-151 (Asian) 001-151 (Black)
			CONTINUATION CODING Q 22 C	
12/13	20	V461	HOW HELPED? WHY DIDN'T?...put situation out of mind?	CA SCHEME 27A & 27B
14/15		V462	...talk to someone	"
16/17		V463	...spend time thinking	"
18/19		V464	...try out possible solution	"
20/21		V465	...eliminate an approach	"
22/23		V466	...compare at least 2 alternatives	"
24/25		V467	...get outside help	"
26/27		V468	...ask someone else what to do	"
28	21	V469	Q23. How easy was it to deal with situation?	4=very easy 3=somewhat easy 2=somewhat difficul 1=very difficult
29		V470	Q24. How available was resolution?	4=very available 3=somewhat availabl 2=somewhat unavail. 1=very unavailable
30		V471	Q25. How available was information?	4=very available 3=somewhat availabl 2=somewhat unavail. 1=very unavailable

/CARD 11 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
31	21	V472	Q26. How available was outside help?	4=very available 3=somewhat available 2=somewhat unavail. 1=very unavailable
32		V473	Q27. How many people could resolve?	4=all of them 3=most of them 2=only a few 1=none of them
33	22	V474	Q28. What is resolution status of situation?	3=completely resolved 2=almost resolved 1=unresolved
34		V475	IF COMPLETELY RESOLVED: resolved the way you felt it should be?	0=no 1=yes
35		V476	IF COMPLETELY RESOLVED: How satisfied with resolution?	4=very satisfied 3=somewhat satisfied 2=somewhat unsatis. 1=very unsatisfied
36		V477	IF PARTIAL OR NOT RESOLVED: Does situation still exist?	0=no 1=yes 9=RESOLVED COMPLETELY
37		V478	IF PARTIAL OR NOT RESOLVED: Still working on it?	"
38/39		V479	REASONS FOR UNSATISFACTORY COMPLETE RESOLUTION/PARTIAL RESOLUTION/LACK OF RESOLUTION... depth 1 code	CA SCHEME 28B
40/41		V480	....depth 2 code	"
42/43		V481	....depth 3 code	"
44	23	V482	Q29. # of questions R would ask expert (after coder editing)	CA SCHEME 25 0=none 1-8 (exact) 8=8 or more
45/46		V483	Nature of question...question 1	CA SCHEME 25
47/48		V484	..........question 2	"

/CARD 11 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
49/50	23	V485	Nature of question 3	CA SCHEME 25
51/52		V486	..........question 4	"
53		V487	Q30. #of things R would want expert to know	CA SCHEME 30 0=none 1-8 (exact) 8=8 or more
54/55		V488	Nature of first thing named	CA SCHEME 30
56/57		V489	..........second thing named	"
58/59		V490	..........third thing named	"
60		V491	Q31. Nature R's answer to Q31.	0=said wouldn't save it 1=nothing 2=DK 3=gave an answer
61		V492	#words in label	CA SCHEME 31 0-8 (count) 8=8 or more
62		V493	#organization/person/address words	"
63		V494	#time/date words	"
64		V495	#nouns	"
65		V496	#comparative/superlative adjectives	"
66		V497	#verbs	"
67		V498	R used only amorphous/ambiguous words?	0=no 1=yes
68		V499	Q32. Likelihood of using library	1=not likely at all 2=somewhat unlikely 3=somewhat likely 4=very likely
69		V500	#words in library search answer	CA SCHEME 32 0-8 (count) 8=8 or more
70		V501	#of places could look in catalogue	

/CARD 11 CODEBOOK/

NOTE: FROM THIS POINT ON, NO NEW SCHEMES OR PRACTICE SHEETS ARE PROVIDED. SCHEMES TO BE USED HAVE BEEN USED 2-3 TIMES BEFORE AND READILY APPLY TO THE HYPOTHETICAL SITUATION DATA. SOME HELPFUL HINTS ARE BUILT INTO CODEBOOK.

Columns	Page	Variable#	Variable Description	Code
71	24	V502	Which version of hypothetical questions did R get?	1=version A (c/d/w/p) 2=version B (d/w/p/c) 3=version C (w/p/c/d) 4=version D (p/c/d/w)
72		V503	Q33. Housing - #steps R gave	0=none/DK 1-8 (count) 8=8 or more
73/74/75		V504	TACTIC ANALYSIS...step#1	CA SCHEME 22
76/77/78		V505	..................step#2	CA SCHEME 22
79/80			BLANK	

/CARD 12 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
1/2/3		----	Project #	400
4/5		-----	Deck #	01
6/7		V506	Card #	12
8		V507	Sample type	1=GP 2=Asian (A) 3=Black (B)
9/10/11		V508	Respondent #	001-300 (GP) 001-151 (Asian) 001-151 (Black)
12/13/14	24	V509	Q33. TACTIC ANALYSIS...step 3	CA SCHEME 22
15		V510	#things R would try to find out (Q34)	0=none, DK, no 1-8 (count) 8=8 or more
16/17		V511	What R would find out. ..thing 1	CA SCHEME 25
18/19		V512	........................thing 2	"
20		V513	Were any NEW tactics (not named in steps) added in HOW answer to Q34?	0=no 1=yes, 1 added 2-8 (count) 8=8 or more
21/22/23		V514	TACTIC ANALYSIS...first additional NEW TACTIC named	CA SCHEME 22
24		V515	Q35. HEALTH...#steps R gave	0=none/DK, no 1-8 (count) 8=8 or more
25/26/27		V516	TACTIC ANALYSIS...step #1	CA SCHEME 22
28/29/30		V517	..........step #2	"
31/32/33		V518	..........step #3	"
34		V519	Q36. #things R would try to find out	0=none, DK, no 1-8 (count) 8=8 or more
35/36		V520	What would R find out...thing 1	CA SCHEME 25

/CARD 12 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
37/38	24	V521	What would R find out...thing 2	CA SCHEME 25
39		V522	Were any NEW tactics (not named in steps) added in HOW answer to Q36?	0=none 1-8 (count) 8=8 or more
40/41/42		V523	TACTIC ANALYSIS...first additional new tactic named	CA SCHEME 22
43	25	V524	Q37. NEIGHBORHOOD...#steps R gave	0=none 1-8 (count) 8=8 or more
44/45/46		V525	TACTIC ANALYSIS...step #1	CA SCHEME 22
47/48/49		V526	.......step #2	"
50/51/52		V527	.......step #3	"
53		V528	Q38. #things R would try to find out	0=none, DK, no 1-8 (count) 8=8 or more
54/55		V529	What would R find out....thing 1	CA SCHEME 25
56/57		V530	..........thing 2	"
58		V531	Were any NEW tactics (not named in steps) added in HOW answer to Q38?	0=none 1-8 (count) 8=8 or more
59/60/61		V532	TACTIC ANALYSIS...first additional new tactic named	CA SCHEME 22
62		V533	Q39. CONSUMER...#steps R gave	0=none 1-8 (count) 8=8 or more
63/64/65		V534	TACTIC ANALYSIS...step #1	CA SCHEME 22
66/67/68		V535	......step 2	"
69/70/71		V536	......step 3	"
72		V537	Q40. #things R would try to find out	0=none, DK, no 1-8 (count) 8=8 or more
73/74		V538	What would R find out...thing 1	CA SCHEME 25

/CARD 12 CODEBOOK/

Columns	Page	Variable#	Variable Description	Code
75/76	25	V539	What would R find out...thing 1	CA SCHEME 25
77		V540	Were any NEW tactics (not named in steps) added in HOW answer to Q40?	0=none 1-8 (count) 8=8 or more
78/79/80		V541	TACTIC ANALYSIS...first additional new tactic named	CA SCHEME 22

OCCUPATIONAL PRESTIGE SCALE: CODING RECORD

Purpose: This scale is used to code the occupational prestige of the respondent and the highest occupational prestige in the household. The scale was developed especially for field surveys by Troldahl (1965)[a] and is easily coded with high inter-judge reliability after short training. The scale has a correlation of above .85 with other measures of occupational prestige, all of which are cumbersome and very time-consuming to use. To use this scale, only two pieces of information are needed: 1) the kind of job a person has, and 2) the kind of place he/she works.

Applications: This scale was applied twice to code occupational prestige.

A. OCCUPATIONAL PRESTIGE OF R

Q43. "Are you employed? What kind of job do you have and what kind of place do you work at?"

Unit of analysis: The response to the above question.

B. HIGHEST OCCUPATIONAL PRESTIGE IN HOUSEHOLD

Q43 response, combined with:
Q44. "Are any other members of your household employed? How many of the other members of your household are employed? What kind of job (kind of jobs) does this person (do these people) have? What kind of place (kind of places) does this person (do these people) work at?"

Unit of analysis: Of all the persons employed that the respondent listed, the one with the highest score on the occupational prestige scale was used for the analysis.

Special Instructions: The prestige of a given job was determined by comparing it with the examples given on the scale. Each scale position between 01 and 11 had two jobs listed. The first indicated the top range of the scale position; the second indicated the bottom range. In coding, coders started at the bottom of the scale, asking:

Does this R have less prestige than a bean and berry picker?
    If yes: code 00
    If no: ask....
Does this R have more prestige than a garbage collector?
    If no: code 01
    If yes: ask....
Does this R have more prestige than a waitress?
    If no: code 02
    If yes: ask....
ETC.

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[a] Troldahl, V.C., "Occupational Prestige Scale," Public information-seeking from expert institutionalized sources. Edited by V.C. Troldahl and R. Van Dam. East Lansing: Michigan State University, Department of Communication, 1965. Mimeographed, Appendix E.

OCCUPATIONAL PRESTIGE SCALE: THE SCHEME

	CODE	TOP RANGE	BOTTOM RANGE
PROFESSIONAL	12	-----	More prestige than a lawyer
	11	Lawyer	Sociology professor
	10	Assistant public school superintendent	Aircraft instructor for Air Force
	09	Consulting chemical engineer	Public school teacher
WHITE COLLAR	08	Sales engineer for electronic parts company	Purchasing agent for electric co.
	07	Soil conservation worker	Automotive cost accountant
	06	Credit manager for advertising service	Cost estimator for glass company
SKILLED	05	Rate clerk for transportation company	Offset photographer in printing plant
	04	Auto mechanic	Salesman for thread company
	03	Boiler operator in canning factory	Service station operator
UNSKILLED	02	Waitress	Newsstand operator
	01	Garbage collector	Bean and berry picker
	00	Less than bean and berry picker	----

92 Not working.
  Retired(on social security, pension)
  Student (no job reported)
  Unemployed, laid off, on compensation
  Welfare

98 Works, but not codeable as 00 - 12

99 Refusal/NA

LOCATION AT WHICH SITUATION ARTICULATIONS WERE ELICITED: CODING RECORD

Purpose: The questionnaire started by asking respondents to describe "problems, worries, and concerns" they had had in the past month. In doing this, a minimum of 13 questions were asked, a maximum of 19. This section of the questionnaire, called the "brief articulation section," took a total of 10 pages. Within these 10 pages, a number of data collection techniques were varied:

a) The use of unaided versus aided data collection techniques. The two questions below indicate the difference:

> UNAIDED: "We're interested in any worries or concerns you may have had...or, in any difficult decisions you had to make...on any subject or topic that has affected and involved you personally. For example, has anything come up where you needed help...or, where you didn't understand something... or, where you needed to decide what to do...or, where you were worried about something?"
>
> AIDED: "How about crime and safety? Have you had a problem, worry, or concern in this area in the past month?"

Unaided data collection, therefore, did not give the respondent a topic focus cue. Aided data collection did. For this study, the topic focus probes were essentially the same as those used in the Warner, et al. 1973, study of information needs in Baltimore[a] in order to allow for the use of the same topic focus content analytic scheme and direct comparison of results.

b) The order of the topic probes. In all, 12 different topic focus probes were used: crime and safety; employment and job issues; leisure time activity; neighborhood; housing and housing maintenance; consumer, buying and financial; child care and family relationships; legal matters; health; education and schooling; discrimination and race relations; and transportation.

These were initially put in the order indicated above randomly. Then, the order was reversed for one-half of all respondents.

The purpose of this scheme, then, is to retain for each situation articulated the information about when that situation was articulated:

Was it articulated in response to an unaided or an aided probe?
Was it articulated early in the questionnaire or later?

Retaining this information allows for a test of order and item effects on the nature of information needs elicited.

Application: The scheme was applied to a maximum of five situations as articulated by respondents in the "brief articulation section" of the questionnaire. Special rules were developed for selecting the five situations to be coded. See the card codebook for cards 2, 3, and 4. Each situation was coded on a number of dimensions (e.g. topic focus, nature of articulation, etc.).

Unit of analysis: The brief articulations of situations with a maximum of 5 coded per respondent.

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[a] Warner, Edward S., Ann D. Murray, and Vernon E. Palmour. Information Needs of Urban Residents. Final report on contract no. OEC-0-71-4555 to U.S. Department of Health, Education, and Welfare, Office of Education, Division of Library Programs, December 1973.

LOCATION AT WHICH SITUATION ARTICULATIONS WERE ELICITED: THE SCHEME

Code	VERSION A OF QUESTIONNAIRE				VERSION B OF QUESTIONNAIRE			
	Page # in Q	Q ID	Q order	Topic focus probe	Page # in Q	Q ID	Q order	Topic focus probe
01	4	1a	1	None	same			
02	4	1b	2	None	same			
03	5	1c	3	None	same			
04	5	1d	4	None	same			
05	5	1e	5	None	same			
06	6	2A	6	Crime & safety	6	2L	6	Transportation
07	6	2B	7	Employment & job issues	6	2K	7	Discrimination & race relations
08	6	2C	8	Leisure time activity	6	2J	8	Education & schooling
09	6	2D	9	Neighbornood issues	6	21	9	Health matters
10	7	2E	10	Housing & housing maintenance	7	2H	10	Legal matters
11	7	2F	11	Consumer, buying, financial matters	7	2G	11	Child care & family relationships
12	7	2G	12	Child care & family relationships	7	2F	12	Consumer, buying, financial matters

Code	VERSION A OF QUESTIONNAIRE				VERSION B OF QUESTIONNAIRE			
	Page # in Q	Q ID	Q order	Topic focus probe	Page # in Q	Q ID	Q order	Topic focus probe
13	7	2H	13	Legal matters	7	2E	13	Housing & housing maintenance
14	8	2I	14	Health matters	8	2D	14	Neighborhood issues
15	8	2J	15	Education & schooling	8	2C	15	Leisure time activity
16	8	2K	16	Discrimination & race relations	8	2B	16	Employment or job issues
17	8	2L	17	Transportation	8	2A	17	Crime and safety
18	10	4	18	Unresolved or resolved depending on which probe given (see pages 10-11 of Quaire & card 1 codebook)	same			
19	11	5	19	"	same			

EVERYDAY NEEDS AND SITUATIONS: TOPIC FOCUS -- CODING RECORD

Purpose: This scheme codes the topical content or area of focus of the situations articulated by respondents. The scheme has 157 exact codes grouped in 19 major categories, such as neighborhood issues, consumer, housing, employment, education and schooling and so on. The scheme was originally developed for the Warner et al. 1973[a] study of information needs in Baltimore. The scheme was then expanded by use in four studies of information needs as reported by Dervin 1975[b]. The scheme used in the present study, then, is the original scheme expanded and revised to accommodate a wider variety of respondent situations. Revisions made in the scheme across studies were made in such a way that comparisons can be made.

Applications: The scheme was applied two times.

A. RESPONDENT BRIEF ARTICULATIONS OF SITUATIONS. On pages 4-11 of the questionnaire, respondents were asked a series of questions designed to tap the "problems, worries, and concerns" they had had in the past month. The intent in this section was to elicit "brief articulations" -- short descriptions of each situation. In coding, a maximum of 5 of these "brief articulations" was coded. See the card 2, 3, and 4 codebooks for an explanation of how situations were selected for coding.

Unit of analysis: The basic unit of analysis was the entire situation description as given by the respondent and recorded by the interviewer. Many respondents, however, presented complex problems having a number of topical dimensions. An analysis of the pre-test data showed that 90% of all respondents presented situations that were codeable in two or fewer places in the scheme. Final coding, therefore, was completed to depth 2. These coding units were called brief articulation depths.

B. RESPONDENT TIME LINE ARTICULATIONS OF SITUATIONS. On pages 12-13 of the questionnaire, respondents gave step-by-step details on one particular situation (called the focal situation and selected for in-depth analysis per the instructions on pages 10-11 of the questionnaire).

Unit of analysis: The basic unit of analysis was the entire time line articulation. As with brief articulations, these were coded to depth 2. The coding units, then, were called time line articulation depths.

Special instructions and comments:

On Application A

* All brief articulations were coded in the order of articulation. If a respondent described a situation which was codeable into three or more depths, the depths after two were not coded.

* If a respondent re-stated a situation in such a way that the resulting code for the second depth was the same as the code for the first depth, the redundancy was eliminated.

On Application B

* In coding the time line, coders were instructed to read both the brief articulation and the time line articulation for a given respondent's focal situation. This comprehensive reading was done to give the coder context for interpretation of ambiguous articulations. In actual coding of the topic focus on the time lines, however, the coder used only the time line articulations with the steps ordered per the instructions in CA scheme #19.

* In applying the topic focus scheme to the time line, the coder made a judgment in identifying the "two most important" topic foci from the respondent's point of view. These two topic foci were then coded in order of articulation.

A note on maximum topic foci depths codeable

In coding topic foci on both brief articulations and time line articulations, a coding record was made of the maximum number of topic foci depths that could have been coded if more card space had been allowed. This allows a check to be made on the quantity of the data missed by the applications of the rules above.

Content analysis scheme #3B

An auxiliary scheme to CA scheme #3 was applied in Application B on the time line articulations. This involved counting the total number of time line steps devoted to discussion of each topic focus depth coded. In doing this counting, coders went systematically down the time line steps asking simply, "What is the respondent talking about?" A given time line step was assigned to only one topic.

Some examples of coding on brief articulations:

Brief articulations	Coded as (D1/D2)
Dental care costs far too much. My daughter needs her teeth pulled and it is difficult to get her to go. She won't accept the treatment.	053/122
I tried to find glasses for a student. I found information from Lion's Club to solve it.	056/---
The criminal situation is ridiculous. The judges are too lax. What good does it do if the criminals are picked up if the judges let them go. Our whole penal system is very lax.	150/152
Immigration and customs. Difficulty in shipping possessions before marriage date. Need marriage certificate in order to ship possessions.	164/---
Families aren't close enough anymore. Individual members don't rely on each other enough.	123/---

Some examples of coding on time line articulations:

Time line articulations	Coded as (D1/D2)
1 - Identified a need for electrical capability. *2 - Talked to father-in-law.* *3 - who recommended contractor.* *4 - Contractor recommended electrical firm.* *5 - Contacted firm.* *6 - Firm came and made estimate.* *7 - Work was completed.* *8 - Bill was paid.* *9 - Work was done satisfactorily.*	062 (6 TL steps) 016 (3 TL steps)

Time line articulations	Coded as (D1/D2)
1 - My sister-in-law got divorced. *2 - I have a niece.* *3 - Babysitting for relatives is enjoyable.* *4 - But my sister-in-law feels she is imposing.*	123 (4 TL steps) ---
1 - You read about it in paper everyday. *2 - That someone is being attacked.* *3 - There's no one particular thing.* *4 - The publicity about crime upsets you.* *5 - I've been afraid to go out of the house.* *6 - You restrict your activities.* *7 - You don't get exposed.* *8 - That's all. What else can you do?*	188 (2 TL steps) 152 (6 TL steps)
1 - Mother died. *2 - Brother came to live with us.* *3 - Father left.* *4 - We requested guardianship papers from father.* *5 - Contacted our lawyer.* *6 - Got letter from father's lawyer.*	132 (3 TL steps) 123 (3 TL steps)
1 - I was walking downtown one day. *2 - Met this man.* *3 - He said" "Do you know? Your boyfriend has got stabbed in the stomach,"* *4 - I called homicide.* *5 - He said he would call me back.* *6 - I was gone when he called.* *7 - I never heard any more about it.* *8 - They may send me a letter.* *9 - I was trying to forget.* *10 - I watch TV.* *11 - I try to relax.* *12 - I watch a good movie.* *13 - I go to see friends.* *14 - Another friend calls me.* *15 - Then I try to forget.*	152 (6 TL steps) 124 (7 TL steps)

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[a] Warner, Edward S., Ann D. Murray, and Vernon E. Palmour. Information Needs of Urban Residents. Final Report on Contract No. OEC-0-71-4555 to U.S. Department of Health, Education, and Welfare, Office of Education, Division of Library Programs, December 1973.

[b] Dervin, Brenda. "The Everyday Information Needs of the Average Citizen: A Taxonomy for Analysis." In Manfred Kochen and Joseph Donohue, Information for the Community. Chicago: American Library Association, 1975 (in press), chapter 2.

/CONTENT ANALYSIS SCHEME #3/

EVERYDAY NEEDS AND SITUATIONS: TOPIC FOCUS -- THE SCHEME

NEIGHBORHOOD (000 - 009)	000	**NEIGHBORS** -- *noisy, trashy, drunk, gossipy, etc. (If drugs and theft, code under Crime)*
	001	**NEIGHBORHOOD KIDS** -- *hoodlums, noisy, trashy, vandalism, etc. (If drugs and theft, code under Crime)*
	002	**DOGS IN NEIGHBORHOOD** -- *loose, barking, messy, into trash, dog control laws not implemented, etc.*
	003	**RATS IN NEIGHBORHOOD** -- *in house, in neighborhood, not controlled by city, etc.*
	004	**CITY SERVICES IN NEIGHBORHOOD** -- *trash removal, street maintenance, sewage, abandoned appliances, etc. (Code dog control and rat removal above)*
	005	**TRAFFIC AND PARKING IN NEIGHBORHOOD** -- *noise, speeding cars and motorcycles, not enough parking space, dangerous traffic, too little traffic control, etc.*
	006	**VACANT LOTS, ABANDONED CARS, ABANDONED BUILDINGS IN NEIGHBORHOOD, ETC.**
	007	**NOISY AIRPLANES OVER NEIGHBORHOOD, ETC.**
	008	**NEIGHBORHOOD CONTACT** -- *getting along with neighbors, making contact with, etc.*
	009	**OTHER NEIGHBORHOOD** -- *beggars, changing character, other animals, etc. (Code racial nuances under Discrimination and Race Relations)*
CONSUMER (010 - 019)	010	**PRODUCT QUALITY** -- *fell apart, badly made, problems getting exchange or refund or repairs.*
	011	**PRODUCT AVAILABILITY** -- *getting particular sizes, brands, etc.*
	012	**PRODUCT INFORMATION** -- *which products to buy, where to buy, product price, etc.*
	013	**BILLING** -- *billed for items/services not received, charged to wrong account, etc.*

	014	**SERVICE AVAILABILITY** -- *inconvenient service, locations, hours, can't find, service unavailable, etc.*
	015	**SERVICE QUALITY** -- *poor quality of service, etc.*
	016	**SERVICE INFORMATION** -- *which service to get, where to get, service price, etc.*
	017	**PRICES HIGH** -- *cost living too high, prices go up, prices too high, etc.*
	018	**CONSUMER PROTECTION** -- *protection against rip-offs, dishonest merchants, free offers, mail order companies, obnoxious salesmen, harassment from creditors, etc.*
	019	**OTHER CONSUMER**
HOUSING (020 - 029)	020	**LOANS AND MORTGAGES** -- *concerns on getting loans and mortgages, financing home improvements, etc.*
	021	**GETTING ANOTHER/BETTER PLACE TO LIVE** -- *dissatisfaction with present housing (rent, landlord, location, etc.) and want better place.*
	022	**LANDLORDS** -- *dissatisfaction with rent, maintenance, etc. but no mention wanting to find new place)*
	023	**PUBLIC HOUSING** -- *getting, changing, repairing (look for mention public housing)*
	024	**BARRIERS TO GETTING NEW HOUSING** -- *high cost, age, children, pets (if race, code under Discrimination)*
	025	**HOUSING INSURANCE** -- *need information, etc.*
	026	**SELLING HOUSE, SUB-LEASING** -- *finding buyer, renter, getting dollar return, etc.*
	027	**GETTING EMERGENCY HOUSING** -- *have no place to stay, etc.*
	029	**OTHER HOUSING**
		Note: homeowner problems with maintenance should be be coded in Housing and Household Maintenance section.
EMPLOYMENT (030 -039)	030	**BARRIERS TO GETTING/KEEPING/CHANGING JOBS** -- *age, education, veteran, draft status, health, etc. (Code race and sex nuances under Discrimination)*

	031	CHANGING JOBS, GETTING DIFFERENT JOB -- *looking for new job, different job, etc.*
	032	UNEMPLOYMENT -- *not working now, need job, unemployed, need to know where and how to find work, how to make resume, etc.*
	033	SUMMER JOBS -- *getting, etc. ("Summer" must be specified)*
	034	PRESENT JOB COMPLAINTS -- *about pay, promotions, office problems, being fired, being assigned elsewhere, etc.*
	035	JOB TRAINING PROGRAMS -- *locating, getting into, etc.*
	036	SPECIFIC JOB-RELATED TECHNICAL PROBLEMS -- *issue relating to execution of specific job, setting up businesses, etc.*
	037	UNIONS -- *getting into one, information about, etc.*
	039	OTHER EMPLOYMENT

EDUCATION AND SCHOOLING (040 - 049)	040	ADULT EDUCATION -- *poor quality, unavailability, need for, etc.*
	041	FINANCIAL AID FOR EDUCATION -- *how to get it, need for, etc.*
	042	HIGH COST OF EDUCATION -- *complaints about, etc.*
	043	EDUCATIONAL INFORMATION -- *programs should take, credits, opportunities, best schools, how to get education, etc.*
	044	EDUCATION SYSTEM -- *poor quality, fear for children, dissatisfaction, schools going downhill, lack of programs, lack of resources, lack of backing (levy failure), etc.*
	045	PARENT/STUDENT/TEACHER CONFLICTS -- *grade failures, report cards, discipline problems, etc.*
	046	BUSING -- *complaints about school busing, etc.*
	047	PART-TIME JOBS TO SUPPORT EDUCATION -- *getting jobs specifically to support education, etc.*

	048	EDUCATION CERTIFICATION -- *need to get certification, getting certification cleared, etc.*
	049	OTHER EDUCATION AND SCHOOLING

HEALTH (050 - 059)	050	MENTAL HEALTH -- *problems with, alcoholism, depressions, drug addiction, etc.*
	051	PHYSICAL HEALTH -- *problems with, etc.*
	052	HEALTH INSURANCE -- *complaints and questions about, coverage, high cost, etc.*
	053	COST OF HEALTH CARE -- *too high, doctor's fee, prescription drugs, hospital bills, not enough money to pay for care, etc.*
	054	AVAILABILITY AND ADEQUACY OF HEALTH CARE -- *too few doctors, clinics, care inadequate, etc.*
	055	HEALTH INFORMATION -- *need information or advice on a specific health problem or disease, etc.*
	056	GETTING MEDICAL CARE -- *need information on getting medical, dental, other health care, etc.*
	059	OTHER HEALTH

HOUSEKEEPING AND HOUSEHOLD MAINTENANCE (060 - 069)	060	REGULATIONS -- *rules on home improvements, house inspection, zoning, installation of house trailers, etc.*
	061	UTILITIES SERVICE -- *complaints or need for information on phone, gas, electric, water, etc.*
	062	PROPERTY OR HOUSE REPAIRS AND IMPROVEMENT, MAINTENANCE, OPERATION -- *need to do, get done, know how to do, etc.*
	063	HOUSEKEEPING/DO-IT-YOURSELF PROJECTS -- *housebreaking pets, gardening, getting rid insects, household hints, learning to sew, etc.*
	064	CAR REPAIR, OPERATION, AND MAINTENANCE -- *maintaining and caring for personal, family car(s), etc.*
	069	OTHER HOUSEKEEPING AND HOUSEHOLD MAINTENANCE

TRANSPORTATION (070 - 079)	070	INADEQUATE BUS SERVICE -- *slow, not enough routes, not frequent enough, available at wrong times, not enough taxi service, barriers to using bus (health, age), etc.*
	071	CRIME ON PUBLIC TRANSPORTATION -- *fear of using, muggings, etc.*
	072	GETTING FROM ONE PLACE TO ANOTHER -- *need rides to keep appointments, get services, etc.*
	073	AUTO INSURANCE -- *need information or have complaints about coverage, claim settlements (if legal dispute over claims, code under Legal)*
	074	FINANCING A CAR -- *need loan or money to buy or repair a car, replace car parts, etc.*
	075	HIGH COST OF PUBLIC TRANSPORTATION -- *buses, cabs, etc.*
	076	ROAD MAINTENANCE OR MARKINGS -- *not clear, not enough, etc. (if in neighborhood, code under Neighborhood)*
	077	INADEQUATE EMERGENCY SERVICES -- *call boxes, highway patrols, etc.*
	078	INFORMATION ON PUBLIC TRANSPORTATION -- *need information on bus schedules, routes, etc.*
	079	OTHER TRANSPORTATION
RECREATION AND CULTURE (080 - 089)	080	TOO FEW RECREATION OPPORTUNITIES FOR CHILDREN/TEENS -- *not enough playgrounds, not enough for kids to do, etc.*
	081	TOO FEW RECREATION OPPORTUNITIES FOR ADULTS AND FAMILIES -- *not enough available, etc.*
	082	POOR QUALITY OF RECREATION AREAS, DESTRUCTION OF, etc.
	083	HIGH COST OF RECREATION/ENTERTAINMENT -- *restaurants, nightclubs, movies, etc.*
	084	NEED FOR INFORMATION ON RECREATION, etc.
	085	LACK OF SUPERVISION AT PLAYGROUNDS -- *bullying, fear for children, etc.*
	089	OTHER RECREATION AND CULTURE

FINANCIAL MATTERS AND ASSISTANCE (090 - 099)	090	TOO HIGH TAXES -- *property taxes and taxes in general, etc.*
	091	GETTING LOANS OR CREDIT, INTEREST RATES -- *need to get, etc. (Include nonspecific loans only; i.e. loans for housing should be coded under Housing; if discrimination, code under Discrimination)*
	092	FILLING IN PERSONAL INCOME TAXES -- *need help, information, etc.*
	093	RETIREMENT -- *worried about, need information on, etc. (Code social security under Public Assistance)*
	094	STOCK MARKET, INVESTMENT, SECURITIES -- *need information, advice, etc. (If land, code 096)*
	095	NOT ENOUGH MONEY TO MAKE ENDS MEET -- *general lament, etc.*
	096	ACQUIRING OR SELLING PROPERTIES -- *need, problems with, etc. (Except home to be coded under Housing)*
	097	HANDLING MONEY -- *need information, help, handling money, consumer credit, etc.*
	098	LIFE INSURANCE -- *problems with, need information on, etc.*
	099	OTHER FINANCIAL MATTERS AND ASSISTANCE
PUBLIC ASSISTANCE AND SOCIAL SECURITY (100 - 109)	100	UNEMPLOYMENT COMPENSATION, INSURANCE -- *need, need information on, complaints on, filing for, etc.*
	101	SOCIAL SECURITY -- *need, need information on, complaints, etc.*
	102	FOOD STAMPS -- *how to get, don't get enough, problems with, etc.*
	103	MEDICAL ASSISTANCE, MEDICARE, MEDICAID -- *problems with, need for information on, etc.*
	104	WELFARE -- *not enough welfare, social worker conflict, receiving check, questions on, etc.*
	105	PUBLIC DISABILITY INSURANCE -- *filing, getting, etc.*
	106	EMERGENCY FINANCIAL HELP FOR HOUSING -- *to pay rent, mortgage, etc.*
	107	EMERGENCY FINANCIAL HELP FOR FOOD -- *to get groceries, food stamps, etc.*

	108	OTHER NEED FOR EMERGENCY FINANCIAL HELP -- *clothing, money in general, etc.*
	109	OTHER PUBLIC ASSISTANCE AND SOCIAL SECURITY
DISCRIMINATION AND RACE RELATIONS (110 - 119)	110	RACIAL TENSIONS -- *in neighborhood, schools, jobs, etc.*
	111	DISCRIMINATION BASED ON SEX -- *sexism in getting credit, jobs, etc.*
	112	DISCRIMINATION BASED ON RACE -- *in getting jobs, schooling, etc.*
	113	MINORITIES MOVING INTO NEIGHBORHOOD, SCHOOLS, etc.
	114	TOO MUCH BEING GIVEN TO MINORITIES -- *low-income, welfare recipients, students, etc.*
	115	MINORITIES BEING CHARGED MORE -- *for housing, products, made to do more to meet requirements, harassed more when buying, etc.*
	119	OTHER DISCRIMINATION AND RACE RELATIONS
CHILD CARE, FAMILY RELATIONSHIPS AND PERSONAL CONCERNS (120 - 129)	120	DAY CARE/PRE-SCHOOL PROGRAMS/BABYSITTING -- *need, how to get, etc.*
	121	HIGH COST OF DAY CARE, etc.
	122	CHILD CARE, WELL-BEING, AND BEHAVIOR -- *concerns about, difficulties, need for information, etc.*
	123	CARE, WELL-BEING, AND BEHAVIOR OF OTHER FAMILY MEMBERS -- *concerns about, difficulties, need for information, etc.*
	124	CARE, WELL-BEING, AND BEHAVIOR OF SELF -- *concerns about, difficulties, need for information, etc.*
	125	NEED FOR INFORMATION TO HELP CHILDREN WITH HOMEWORK, etc.
	126	NEED FOR SOMEONE TO TALK TO ABOUT PERSONAL PROBLEMS, etc.
	127	SEPARATIONS, DIVORCES -- *need for, want to, info on, etc.*
	128	DESERTION - *difficulty with, etc.*
	129	OTHER CHILD CARE, FAMILY RELATIONSHIPS, PERSONAL CONCERNS

LEGAL (130 - 139)	130	DIVORCE, SEPARATION, DESERTION LAWS -- *legal aspects, etc.*
	131	LEGAL CONTRACTS -- *damage suits, lease disputes, disputed insurance claims, etc.*
	132	LEGAL DOCUMENTS -- *need to get, need to understand wills, passports, birth certificates, etc.*
	133	INFORMATION ON SPECIFIC LAWS -- *how to make appeals, do-it-yourself law, etc.*
	134	GETTING A LAWYER -- *need one, how to get, etc.*
	135	GETTING CHEAP OR FREE LEGAL ADVICE, etc.
	136	CRIMINAL RECORDS -- *difficulties with, clearing name, parole, probation requirements, etc.*
	137	LEGAL SERVICE -- *need for other legal service not coded above.*
	139	OTHER LEGAL
FAMILY PLANNING AND BIRTH CONTROL (140 - 149)	140	FAMILY PLANNING/BIRTH CONTROL -- *difficulties with methods, planning, need for information on, etc.*
	141	ADOPTION -- *difficulties with and need for info on, etc.*
	149	OTHER FAMILY PLANNING AND BIRTH CONTROL
CRIME AND SAFETY (150 - 159)	150	LAX LAW ENFORCEMENT -- *not enough police, police don't do anything, criminals get off, laws lax, etc.*
	151	STREET LIGHTS -- *need more, etc.*
	152	CRIME AGAINST NON-FAMILY -- *crime too high, general statement of fear about crime, crime not self-associated, etc.*
	153	CRIME AGAINST SELF, FAMILY -- *specific instances (self-associated situation) and resulting fear, etc.*
	154	DRUGS -- *talk of drugs, narcotics traffic, use, and resulting crime, etc.*
	159	OTHER CRIME AND SAFETY

IMMIGRATION, MIGRATION AND MOBILITY (160 - 169)	160	**TRANSLATION INTO ENGLISH** -- *difficulty with, need for, etc.*
	161	**TRANSLATION FROM ENGLISH INTO ANOTHER LANGUAGE** -- *difficulty with, need for, etc.*
	162	**TRANSLATION (DIRECTION UNSPECIFIED), etc.**
	163	**NEED TO LEARN ENGLISH, etc.**
	164	**IMMIGRATION** -- *needing papers, certificates, work permits, etc.*
	165	**GETTING U.S. CITIZENSHIP** -- *applying, eligibility, etc.*
	166	**BEING NEW TO AREA** -- *need orientation, etc.*
	167	**HUMAN CONTACT** -- *lonely, need human companionship, etc.*
	168	**INTERPRETATION OF** -- *documents, rules, regulations, etc.*
	169	**OTHER IMMIGRATION, MIGRATION, AND MOBILITY**
VETERANS AND MILITARY (170 - 179)	170	**VETERAN, GI BENEFITS AND RIGHTS** -- *not getting, need information on, etc.*
	171	**JOINING MILITARY SERVICE** -- *want to, how to, how not to, etc.*
	172	**MILITARY DISCHARGES** -- *status of, etc.*
	179	**OTHER VETERANS AND MILITARY**
MISCELLANEOUS (180 - 189)	180	**NEWS, CURRENT EVENTS, SPORTS, WEATHER** -- *talk of, need information on, etc.*
	181	**LOCATING NAMES AND ADDRESSES OF PEOPLE, AGENCIES, PLACES** -- *how to find, getting maps and directions, getting information on institutions, etc.*
	182	**POLITICAL ISSUES AND POLITICIANS** -- *talk of and need for information on political candidate behavior, voting records, qualifications for office, etc.*
	183	**GENERAL GOVERNMENTAL ADMINISTRATION AND POLICIES** -- *talk of, need for information on, handling of public monies, corruption in government, etc.*
	184	**GENERAL FACTUAL INFORMATION** -- *word definitions, spellings, historical facts, nature, geography, famous people, etc.*

185 GENERAL CITIZENSHIP INFORMATION -- *how to register to vote, get drivers license, register a car, etc. (Code immigration-related in Immigration, Migration, Mobility)*

186 FOREIGN OR INTERNATIONAL TRAVEL -- *international monetary exchange rates, rules and regulations for cross-nation travel (Code passports under Legal; code visa and immigration under Immigration, Migration Mobility)*

187 RELIGIOUS ISSUES AND THEOLOGY -- *questions about life after death, the meaning of life, etc.*

188 MASS MEDIA -- *concerns about, violence in, bias in, effects of, inadequacies of, etc.*

189 OTHER MISCELLANEOUS

EVERYDAY NEEDS AND SITUATIONS: TOPIC FOCUS — CODING GUIDE

NEIGHBORHOOD

000	Neighbors
001	Neighborhood kids
002	Dogs in neighborhood
003	Rats in neighborhood
004	City services in neighborhood
005	Traffic & parking in neighborhood
006	Vacant lots, abandoned cars...
007	Noisy airplanes
009	Other

CONSUMER

010	Product quality
011	Product availability
012	Product information
013	Billing
014	Service availability
015	Service quality
016	Service information
017	Prices high
018	Consumer protection
019	Other

HOUSING

020	Loans & mortgages
021	Getting...place to live
022	Landlords
023	Public housing
024	Barriers to getting housing
025	Housing insurance
026	Selling house, sub-leasing
027	Getting emergency housing
029	Other

EMPLOYMENT

030	Barriers to getting/keeping...jobs
031	Changing jobs...
032	Unemployment
033	Summer jobs
034	Present job complaints
035	Job training programs
036	Specific technical problems
037	Unions
039	Other

EDUCATION AND SCHOOLING

040	Adult education
041	Financial aid for education
042	High cost of education
043	Educational information
044	Education system
045	Parent/student/teacher conflicts
046	Busing
047	Part-time jobs to support education
048	Education certification
049	Other

HEALTH

050	Mental health
051	Physical health
052	Health insurance
053	Cost of health care
054	Availability/adequacy health care
055	Health information
056	Getting medical care
059	Other

HOUSEKEEPING & HOUSEHOLD MAINTENANCE

060	Regulations
061	Utilities service
062	Property/house repairs...
063	Housekeeping/do-it-yourself
064	Car repair, operation, maintenance
069	Other

TRANSPORTATION

070	Inadequate bus service
071	Crime on public transportation
072	Getting from one place to another
073	Auto insurance
074	Financing a car
075	High cost of public transportation
076	Road maintenance or markings
077	Inadequate emergency services
078	Information on public transportation
079	Other

RECREATION & CULTURE

080	Too few recreation opportunities for kids
081	Too few adults and families
082	Poor quality of recreation areas...
083	High cost of entertainment...
084	Need for information on...
085	Lack of supervision at playgrounds
089	Other

FINANCIAL MATTERS & ASSISTANCE

090 Too high taxes
091 Getting loans or credit, interest rates
092 Filling in personal income taxes...
093 Retirement
094 Stock market, investment, securities
095 Not enough money to make ends meet
096 Acquiring or selling properties
097 Handling money
098 Life insurance
099 Other

PUBLIC ASSISTANCE & SOCIAL SECURITY

100 Unemployment compensation, insurance
101 Social security
102 Food stamps
103 Medical assistance, medicare, medicaid
104 Welfare
105 Public disability insurance
106 Emergency financial help: housing
107 Emergency financial help: food
108 Other emergency financial help
109 Other

DISCRIMINATION & RACE RELATIONS

110 Racial tensions
111 Discrimination based on sex
112 Discrimination based on race
113 Minorities moving into neighborh.
114 Too much being given to minorities
115 Minorities being charged more
119 Other

CHILD CARE, FAMILY, AND PERSONAL

120 Day care/pre-school programs...
121 High costs of day care
122 Child care, well-being, behavior
123 Care, well-being, behavior others, family
124 Care, well-being, behavior of self
125 Need information: children, homework
126 Need someone to talk to: personal probl.
127 Separations, divorces
128 Desertion
129 Other

LEGAL

130 Divorce, separation, desert. laws
131 Legal contracts
132 Legal documents
133 Information on specific laws
134 Getting a lawyer
135 Getting cheap or free legal advic
136 Criminal records
137 Legal Service
139 Other

FAMILY PLANNING & BIRTH CONTROL

140 Family planning/birth control
141 Adoption
149 Other

CRIME & SAFETY

150 Law enforcement
151 Street lights
152 Crime against non-family
153 Crime against self, family
154 Drugs
159 Other crime and safety

IMMIGRATION, MIGRATION & MOBILITY

160 Translation into English
161 Translation into another lang.
162 Translation (direction unspecif.)
163 Need to learn English
164 Immigration
165 Getting U.S. citizenship
166 Being new to area
167 Human contact
168 Interpretation of documents...
169 Other

VETERANS & MILITARY

170 Veteran, GI benefits and rights
171 Joining military service
172 Military discharges
179 Other

MISCELLANEOUS

180 News, current events, sports, weath
181 Locating names and addresses...
182 Political issues & politicians
183 General government. administration
184 General factual information
185 General citizenship inform.
186 Foreign or international travel
187 Religious issues and theology
188 Mass Media
189 Other

UNIVERSALITY OF SITUATION DESCRIPTIONS: CODING RECORD

Purpose: This scheme looks at how respondents articulate their situations in terms of whether the event is one which affects only them (a unique situation) or one which affects everyone (a universal situation) with no specific reference to self. The scheme was developed on the basis of pre-test responses which clearly showed a pattern in which a sizeable group of respondents described their own situations solely in terms of "this is something that is happening to everyone" and made no references to how the situation affected them personally.

Applications: The scheme was applied to the brief articulations (initial situation descriptions) and to the time line articulations (extended, step-by-step delineation of a focal situation).

A. UNIVERSALITY OF BRIEF ARTICULATIONS. For each respondent, a maximum of five brief articulations were analyzed as elicited on pages 4-9 of the questionnaire. See the card codebooks for cards 2, 3, and 4 for explanation of how the situations were selected for analysis.

Unit of analysis: The entire initial articulation of a situation was given one universality code.

B. UNIVERSALITY OF TIME LINE DESCRIPTIONS. Each respondent was asked to describe one situation in detail on a time line. This time line was elicited on pages 6-9 of the questionnaire.

Unit of analysis: The entire time line description, including all steps, was given one universality code.

Special instructions:

On Application A

* Some rules were developed to deal with difficult responses. Reference to all of the following were considered to be "unique" articulations:

....any reference to work or neighborhood
....any reference to significant others
....any direct statement of "it affects me personally" in an otherwise "universal" articulation

* References to all of the following were considered to be "universal" articulations:

....any use of the indefinite "you" or "one" unless definite "unique" context was supplied
....any reference to the "city," the "state," the "country," the "government" without a personal application
....use of the words "I am worried" without a personal application
....use of the words "I think, I see, I feel, I wish" without a personal reference.

On Application B

* The same rules as stated above were applied.

* Coders were directed to read the entire time line description. They were told not to return to the brief articulation of the focal situation. This interpretation, then, rests solely on the time line.

UNIVERSALITY OF SITUATION DESCRIPTIONS: THE SCHEME

Code	Description	Examples
1	UNIVERSAL: R states his situation as one that a) affects a lot of people, or b) is very general (occurs many different places and ways) and c) does not apply directly to self	* *Taxes are too high* * *People are getting mugged* * *The government is corrupt* * *EPA sold everyone out* * *The revelations about the CIA* * *Transportation in city is rotten* * *The divorce rate is ridiculous* * *You get better mileage w/those cars* *(Time line example)* *1 - the situation is as old as I am* *2 - it's concurrent with many problems* *3 - the Vietnam war, Watergate, corruption* *4 - it all blends together* *5 - everything is run by seat of pants* *6 - there's no planning* *7 - there's no step, it all blends*
2	BOTH	* *I'm afraid of getting mugged. Everyone is.* * *Old people need help getting around. Neighbors shouldn't be obligated. I'm tired of being asked.*
3	UNIQUE: R states his situation only in terms of specific events occurring at identifiable points in time and/or space that apply to him directly	* *I know someone whose phone was tapped* * *My son went to war* * *My sister-in-law got divorced* * *It's impossible to pay our bills* * *It affects me because I no longer want to vote* *(Time line example)* *1 - no welfare check in mail one week* *2 - I called* *3 - and got no response* *4 - they cut off my welfare money* *5 - I went to see my caseworker* *6 - he went over my papers* *7 - he said there was a mistake* *8 - two days later he got me a check*
8	Coder can't make a judgment.	

/CONTENT ANALYSIS SCHEME #5/

COMPLAINT/INFORMATION/RESOURCE TYPOLOGY: CODING RECORD

Purpose: This scheme involves three independent codings of each situation articulation. The first coding is a yes/no decision whether the articulation is a complaint. The second coding is a yes/no decision whether the articulation is a request for information. The third coding is a yes/no decision whether the articulation is a request for resources or services.[a]

The scheme is designed to tap the "need" implications of respondent articulations of situations. The scheme purposely takes the perspective often used by information practitioners. That is, the client's verbal expression of his request is what the practitioner uses to determine the client's needs. Common parlance suggests that practitioners use these verbal cues to decide whether the client is making a complaint, requesting information, requesting a resource or service, or expressing a combination of needs.

Applications: The scheme was applied to the brief articulations (initial situation descriptions) and to the time line articulations (extended, step-by-step delineation of a focal situation).

A. BRIEF ARTICULATIONS. For each respondent, a maximum of five brief articulations were analyzed as elicited on pages 4-9 of the questionnaire (See the card codebooks for cards 2, 3, and 4 for explanation of how the situations were selected for analysis). Each of the analyzed articulations was coded three times for this scheme: for complaint, for information, and for resource/service. This coding allows an examination of those articulations that are only complaints, only requests for information, only requests for resource/service, or any combination of the three.

Unit of analysis: The entire initial articulation of a situation was given a series of three dichotomous codes.

B. TIME LINE ARTICULATION. Each respondent was asked to describe one situation in detail on a time line. This time line was elicited on pages 6-9 of the questionnaire. Each time line was coded three times as described above in application A.

Unit of analysis: The entire time line description, including all steps, was given a series of three dichotomous codes.

Special instructions:

On Application A

* Generally, coders were asked to take the role of an information practitioner making judgments based on articulation.

* Verb tense (or point in time) was ignored. The question was: at some point in time, does the respondent report to us that he complained, needed information, needed resources.....or is he now complaining, needing information, needing resources?

On Application B

*   Application was the same except that the coder took the entire time line for a situation, including all steps, and made a series of three dichotomous judgments -- one for complaint, one for info, one for resource.

*   Coders were instructed not to refer back to the brief articulations of focal situations except in those rare cases where the time line was incomprehensible. The judgment, then, rested on time line articulation alone.

*   The judgments on the time line were made on the basis of any individual time line step or the entire set of steps. Thus, if any one step was a request for information, the entire time line became a request for information.

Special notes on COMPLAINT: (see SCHEME below)

*   Coders were instructed to look for negative words and an articulated feeling of lamenting, complaining, crying out against someone or something.

*   Coders were instructed to be conservative in their judgments.

Special notes on INFORMATION NEED: (see SCHEME below)

*   Coders were instructed to particularly look for information words -- know how to, learn how to, get facts, get information, understand why. However, words were not the only cue.

*   If a respondent had made a contact with a source and was obviously seeking information, this situation was counted as an "information need."

*   Rhetorical questions were not coded as information needs.

Special notes on RESOURCE/SERVICE NEED: (see SCHEME below)

*   A resource/service was defined as something external to the respondent. (e.g. "I want to be beautiful" was not coded as a resource/service need.)

*   A resource/service was also defined as something that was tangible and deliverable by most capable resource/service parctitioners (e.g. "I wish the world was a nicer place to live" was not coded as a resource/service need.

*   If the respondent pointed to an absence or inadequacy, the resource or service that was absent or inadequate had to be explicitly named in order for the situation to be coded as a "resource/service need."

*   The receipt of a resource/service as a gift or surprise was not coded as "resource/service need." The resource/service had to be something sought.

*   The one tangible service not counted as a "resource/service need" was a request for an information service. This was counted as a request for "information."

[a] This basic scheme was originally developed by Dervin for use in the Warner et al. 1973 study of information needs in Baltimore. Warner, Edward S., Ann D. Murray, and Vernon E. Palmour. Information Needs of Urban Residents. Final report on Contract No. OEC-0-71-4555 to U.S. Department of Health, Education, and Welfare, Office of Education, Division of Library Programs, December 1973.

/CONTENT ANALYSIS SCHEME #5/

COMPLAINT/INFORMATION/RESOURCE TYPOLOGY: THE SCHEME

Definition of state	Examples (pure types)
Complaint: Did R complain, cry out, or lament against someone or something? Essentially, would R like the situation not to be.	* *I decided that the job was really yuk.* * *Politicians are all crooks.* * *It's a crime that they rip you off.* * *The publicity about crime upsets me.* * *I'm afraid to go out at night.* * *She didn't do any more work than she had to.* * *My boss is really hassling me.*
Information need: Did R state or specifically indicate a need to know something, to be informed, to understand something ... OR did R actually indicate that he found something out, got informed, or came to understand something?	* *I'm not sure I ever got the correct information.* * *We wanted to know who could fix our electrical system.* * *I tried to find out what the rules were.* * *I wanted to understand how he felt.* * *I wanted to learn how it worked.*
Resource/service need: Did R state or suggest a need for a specific material resource (e.g. money, objects) or a service (e.g. baby-sitting, legal aid, education, job) ... OR did R actually acquire resources/services.	* *We went to the dentist.* * *He threatened to call a lawyer.* * *A student needed glasses.* * *I started to look for a job.* * *I needed a housekeeper.* * *I asked him for a recommendation.* * *I got another apartment.* * *My welfare check didn't come.* * *We need one good car.* * *I identified a need for an electrician.* * *I took the dog to the vet.*

/ CONTENT ANALYSIS SCHEME # 6/

DECISION/PROBLEM/WORRY/COMPREHENDING STATE TYPOLOGY: CODING RECORD

Purpose: This scheme attempts to look at respondent articulations in terms of their implications for movement. The question is: how does the respondent see his movement options in this situation. Four different situation states are defined:

> DECISION: Did R treat this situation as a decision situation? Did he make a choice (or say he wanted to make a choice ... or say he planned to make a choice) between two or more options?
>
> PROBLEM: Did R treat this situation as a problem situation? Did he indicate that he knew what he wanted to do but that something (an obstacle or barrier) stood between him and his goal?
>
> WORRY: Did R treat this situation as a worry situation? Did he indicate that he was in a situation where he lacked control or predictability ... where things outside his control were impinging on him and he had no recourse, no moves ... where he was helpless?
>
> COMPREHENDING: Did R treat this situation like a comprehending situation? Did he indicate that he sought ... or wanted ... or wants to know, understand, think, comprehend, learn, get facts, be informed about someone or something?

Prior research has viewed decisions, problems, worries, and comprehending as characteristics of types of situations (e.g. Purchasing a product is a situation in which as decision has to be made). This study sees these states as the result of a combination of the characteristics of the situation and the perception of the situation by the respondent. This scheme consists of a series of interpretations of the respondent's articulations of his perception of the situation (e.g. Does the respondent's articulation of the situation as he sees it allow the coder to interpret the respondent as being in a decision state? as being in a problem state?)

Applications: The scheme was applied to the brief articulation (initial situation decriptions) and to the time line articulations (extended, step-by-step delineation of a focal situation).

A. BRIEF ARTICULATIONS. For each respndent, a maximum of five brief articulations were analyzed as elicited on pages 4 - 9 of the questionnaire (see the card codebooks for cards 2, 3, and 4 for explanation of how the situations were selected for analysis). Each of the analyzed articulations was coded four times for this scheme: for decision, for problem, for worry, and for comprehending. This coding allows an examination of those articulations that are only decision states, only problem states, only worry states, only comprehending states, or any combination of the four.

Unit of analysis: The entire brief articulation of a situation was given a series of four dichotomous codes, one each for decision state, problem state, worry state, and comprehending state.

B. TIME LINE ARTICULATION. Each respondent was asked to describe one situation in detail on a time line. This time line was elicited on pages 6 - 9 of the questionnaire. Each time line was coded four times as described above in application A.

Unit of analysis: The entire time line description, including all steps, was given a series of four dichotomous codes.

Special instructions:

On Application A

* Generally, coders were asked to take the role of an information practitioner making judgments based on articulation.

* Coders were instructed to interpret the whole sense of an articulation, not to be misled by the use of specific words alone. The use of decision words in an articulation would be useful as cues, for example, but would not necessarily indicate a decision state.

On Application B

* Application was the same except that the coder took the entire time line for a situation, including all steps, and made a series of four dichotomous judgments -- one for decision, one for problem, one for worry, one for comprehending.

* Coders were instructed not to refer back to the brief articulations of focal situations except in those cases where the time line was incomprehensible. The judgment, then, rested on time line articulation alone.

* The judgments on the time line were made on the basis of any individual time line steps or on the entire set of steps. Thus, if any one step represented a decision state, the entire time line was coded as a decision state.

Special notes on DECISION: (see SCHEME below)

* If R explored more than one route to a goal, this was NOT a decision unless R clearly indicated that he is (was ... or plans to be) choosing between options. Thus, some Rs do from one option to another without really saying they "decided between options." An example: I tried one job ... I didn't like it ... I read some children's literature ... I enjoyed it ... I tried to find a job in a children's library.

Special notes on PROBLEM: (see SCHEME below):

* The definition of problem is that some barrier or obstacle stands between the respondent and his goal. Coders were instructed that the goal could be either implied or stated, but that they were to be conservative in inferring a goal.

* The barrier or obstacle had to be explicitly stated and could not be redundant with the goal. For example, "I don't have any money" would not be coded as a problem, but "I don't have any money ... because of the economy" included explicit reference to an obstacle and would be coded as a problem.

Special notes on WORRY: (see SCHEME below)

* Coders were instructed to look for these core elements:
  R lacks control, sees self as helpless, lacks any options.
  Things are impinging (in a negative way) on R in an unpredicatable manner.
  Fear, tension, anxiety indicating a lack of control.
  R is limited to no action or to retreat as only option.

* The presence of a solution did not prevent an articulation being coded as a worry. The solution may come after the worry state, or be independent of the worry state.

Special notes on COMPREHENDING: (see SCHEME below)

* In order to be coded as such, the comprehending had to be purposive. The accidental receipt of information was not coded as comprehending.

* If R made a contact with a source with the implied intent of securing information about someone or something, but did not explicitly state that he was seeking information, the comprehension code was assigned anyway. If, however, an R contacted a source for the delivery of a resource or service, a comprehending code was not assigned.

/CONTENT ANALYSIS SCHEME #6/

DECISION/PROBLEM/WORRY/COMPREHENDING STATE TYPOLOGY: THE SCHEME

Definition of state	Examples (pure types)
Decision: Did R treat this situation as a decision situation? Did he make a choice (or say he wanted to ... or say he planned to) between two or more options?	* *We're deciding whether to get a divorce.* * *We looked at the pros and cons of both cars.* * *I talked to two lawyers to get two options.*
Problem: Did R treat this situation as a problem situation? Did he indicate that he knew what he wanted to do but that something stood between him and his goal?	* *I needed help at home ... keep getting bad housekeepers.* * *There's no recreation in this area that's free.* * *I want apartment shower fixed ... landlord keeps procrastinating.*
Worry: Did R treat this situation as a worry situation? Did he indicate that he was in a situation where he lacked control or predictability ... where things outside his control were impinging on him and he had no recourse, no moves... where he was helpless?	* *The police kept returning to our house.* * *I couldn't stand the situation (on the job) so I left.* * *I really get upset and scared by crime.* * *Boyfriend got stabbed ... I am trying to forget.*
Comprehending: Did R treat this situation like a comprehending situation? Did he indicate that he sought ... or wanted ... or wants to know, understand, think, comprehend, learn, get facts, be informed about someone or something?	* *I needed to understand why he was behaving that way.* * *I tried to understand the situation ... what was happening.* * *I'm still not sure I got the correct information.* * *I thought about it all.*

/ CONTENT ANALYSIS SCHEME #7/

WORD USE: DECISION/PROBLEM/WORRY/COMPREHENSION TYPOLOGY: CODING RECORD

Purpose: This scheme is to match to content analysis scheme #6. The purpose is to look only at the words used (rather than to interpret intent as in CA scheme #6) to see if the respondents make any direct references to each of the four situation types. One purpose is to check whether respondents normatively use words in any consistent way that has analogies to the implications for movement of the situation states defined in CA scheme #6.

Application: The scheme was applied only to the brief articulation of the focal situation (see the card codebook for card 4).

> Unit of analysis: The entire initial articulation of the focal situation was given a series of four dichotomous codes.

Special instructions: The presence of one or more of the "cue" words was sufficient to code a "1" (yes).

/CONTENT ANALYSIS SCHEME #7/

WORD USE: DECISION/PROBLEM/WORRY/COMPREHENDING TYPOLOGY: THE SCHEME

Explanation	Examples (pure types)
Decision: Did the respondent specifically use these words (or their synonyms): decide ... choice ... options ... alternatives ... making up mind?	* *My parents live in Idaho and my brother in Portland. I had to decide on who to spend the most time with ... cost of flight, entertainment.* * *My wife and I are deciding whether or not to get a divorce.* * *I had two possible things I could do and I couldn't choose.* * *I couldn't make up my mind whether I wanted to be a dentist or doctor.*
Problem: Did the respondent specifically use these words (or their synonyms): barrier ... obstacle ... hindrance ... lack of progress?	* *We're trying to live a good life but the man keeps putting up obstacles.* * *The dogs in the neighborhood keep knocking over the garbage cans. I keep trying to get dog control to do something but have made little progress.* * *I want my husband to see a psychiatrist but he has some sort of barrier against it.*
Worry: Did the respondent specifically use these words (or their synonyms): worry ... anxiety ... out of control ... lack of control ... unpredictable ... tense ... nervous ... helpless ... nothing I can do? ("Concern" was not treated as a synonym.)	* *The crime situation is impossible. There's nothing anyone can do.* * *My son simply refuses to go to the dentist. He has a bad tooth. I am worried that he'll lose it. I don't understand his reasons.* * *My daughter got arrested for a minor charge. But it really scares me ... the criminal justice system is so unpredictable.*

Explanation	Examples (pure types)
Comprehending: Did the respondent specifically use these words (or their synonyms): understand ... comprehend ... know ... learn ... be informed ... think ... get the facts?	* *My son simply refuses to go to the dentist. He has a bad tooth. I am worried that he'll lose it. I don't understand his reasons.* * *My stove blew up and I didn't know how to get a replacement because I didn't have any money.* * *We'd like to know how to housebreak our cat.* * *I am sending my son to camp and I am trying to find out if the camp is reputable.*

DIVIDING THE SITUATION INTO SUB-SITUATIONS: CODING RECORD

Purpose: This scheme divides the brief articulations (for focal situation only) into sub-situations on the basis of changes in time and/or space. The purpose is to arrive at a new unit of analysis -- brief articulation sub-situation -- which allows for a more in-depth analysis of situation articulation. This scheme (#8) is preparation for the application of a series of exploratory content analyses which attempt to look at the kind of pictures respondents have of their situations (as presented in articulation) by analyzing the nature of the sub-situations and the relationships between sub-situations.

Application: The scheme was applied only once -- to the entire brief articulations of focal situations. Each respondent had one focal situation and, therefore, one brief articulation to which this scheme was applied.

> Unit of analysis: The entire initial (or brief) articulation of the focal situation was considered. The rules indicated below were applied yielding as many sub-situations as necessary to handle the entire articulation. A count was made of the resulting number. However, pre-test data indicated that 90% of the respondents had no more than three resulting sub-situations. For this reason, further content analyses were applied only to the first three sub-situations derived. These units were called: brief articulation sub-situations.

Special Instructions:

* Coders were asked to go through the focal situation articulations, making slash marks whenever time and/or space changed.

> Example:
> My stove blew up and I didn't know how to get a replacement because I didn't have money.
>
> Becomes:
> My stove blew up/and I didn't know how to get a replacement/ because I didn't have any money.

* Then the sub-situations were to be labelled in order of articulation as follows:

> P = the first articulated situation, the primary situation. Primary here does not mean primary focus, it means the primary articulation -- those words that came out first.
>
> S1 = the next articulated situation or secondary situation 1.
>
> S2 = the next articulated situation or secondary situation 2.
>
> and so on.

* After the division and the labelling, the number of sub-situations that resulted were counted and given the code of 1 - 8 according to the count. Then the first three sub-situations (P,S1, S2) were analyzed on additional schemes.

* In deciding when a unit of articulation (a sentence) was divisible into sub-situations, coders looked for:

a) actions or states of being occurring in different places (e.g. in different people, different locations, different entities)

** I went to get a job/ but they refused.*
** The crime situation./ Judges are turning criminals loose.*
** My stove blew up/ so I kicked it.*
** The lights went out/ and I need someone to fix it.*
** I went to get a job/ but I live in the wrong area.*
** Old people need help to get around./ Neighbors shouldn't have to be obligated./ I'm tired of being asked.*

b) actions or states of being occurring in different times

** I failed the course/ so I dropped out of school.*
** I tried to borrow money/ to go to school.*
** Why do we have to have a permit for remodeling?/It's a hassle.*
** I want to send my son to camp/ and I'm trying to find out if the camp is reputable.*

DIVIDING THE SITUATION INTO SUB-SITUATIONS: EXAMPLES

Sample answer	Division
My stove blew up and I didn't know how to get a replacement because I didn't have any money.	P = my stove blew up S1 = I didn't know how to get a replacement S2 = because I didn't have any money.
Hatchet man from home office arrived to spend 8 hours in office when I didn't have anything to do.	P = hatchet man arrived S1 = I didn't have anything to do.
Went for money counselling.	P = went for money counselling.
Vandalism and rising crime rate. Vandalism at place of business... the bastards keep breaking windows.	P = vandalism and crime. S1 = vandalism at business. S2 = bastards keep breaking windows.
Husband's young daughter coming to live with us. How to deal with discipline and helping her use English.	P = daughter coming S1 = discipline S2 = English
The general economic problem. A man of limited income. It's disturbing because of prices and living costs. Increase of prices and taxes too. They're always raising taxes. I blame part of it on our elected officials.	P = general economic problem S1 = man of limited income S2 = disturbing because of prices, living costs, taxes. S3 = they're always raising taxes. S4 = blame on officials.
Our lights went out and we need someone to come fix them.	P = lights out S1 = need someone to fix.
Taxes are just too high.	P = taxes too high.

Sample answer	Division
How can I borrow money to go to school?	P = borrow money S1 = to go to school.
Recreation centers need better lighting so kids can play at night	P = recreation centers need lighting S1 = kids play at night.
I need a loan to finance my car.	P = need loan S1 = to finance car.
My son simply refuses to go to the dentist. He has a bad tooth. I am worried that he'll lose it. I don't understand his reasons.	P = son refuses to go to dentist S1 = he has bad tooth S2 = worried he'll lose it S3 = don't understand
We'd like to know how to housebreak our cat.	P = like to know how
We need to change the name for water company billing. I need to know who to call.	P = need to change S1 = need to know
The police arrived with their guns drawn. They scared the hell out of me.	P = police arrived S1 = scared me.
My neighbor won't control his dog. I think I'll shoot the dog.	P = neighbor won't S1 = think I'll shoot
That high-living lawyer was a crook. He set me up to go to prison.	P = lawyer was a crook S1 = set me up

/CONTENT ANALYSIS SCHEME #9/

SITUATION TYPE: CODING RECORD

Purpose: This scheme is an exploratory effort to apply a situation type analysis to respondent articulation of situations. One situation "type" is delineated from another on the basis of both the type and the number of entities involved in the situation. Two major distinctions are made:

a) How does the respondent present self? As:
   * moving alone (self)
   * moving as a member of a collectivity (self-in-collectivity)
   * moving as a member of a class to which he assigns self (self-in-class)[*]

b) What is the respondent looking at? Is he looking at:
   * one non-observing entity (e.g. an object or thing)
   * one observing entity (e.g. a person)
   * a collectivity (e.g. a formal organization)

   and so on (see scheme)

The scheme was developed in order to make it possible to look at information-related behaviors in different situation types. For example, one would conjecture that information-related behaviors in a situation where "self is looking at self" (e.g. I need to lose weight) are quite different from those where "self is looking at one observing entity" (e.g. he needs to lose weight). Prior work has rarely made this distinction between situation types.[a]

Applications:

A. SITUATION TYPE OF BRIEF ARTICULATIONS. Each brief articulation of the focal situation was divided into sub-situations, per instructions of CA scheme #8. A maximum of 3 of these sub-situations was coded per focal situation on situation type.

   Unit of analysis: Sub-situations of focal situation brief articulations up to a maximum of 3 per focal situation.

B. SITUATION TYPE OF TIME LINE ARTICULATIONS. Respondent time line descriptions of their focal situations were divided into time line steps per CA scheme # 19. Situation type analysis was applied to each of these steps.

   Unit of analysis: The time line steps for focal situations up to a maximum of 18 per focal situation.

---

[*] See below for explanation of "collectivity" and "class".

Special instructions:

On Application A

* Coders were asked to focus on what they thought the respondent was looking at in each sub-situation and to choose the one situation type that made the best fit.

* One major distinction involved the location of the respondent as self or self in collectivity/class.

  SELF: Here the respondent presented himself as an independent (solitary) observer of the situation. The generalized you was also coded here (e.g. you get upset, one gets afraid).

  SELF IN COLLECTIVITY/CLASS: Here the respondent presented himself as a member of a social collectivity or as a representative of a class of people. This designation was made when: a) the respondent clearly presented himself as moving in a collectivity (e.g. my family, our PTA organization); b) the respondent was clearly referring to himself as a member of a class of people (e.g. we students, us old people); or, c) the respondent used plural pronouns in referring to self indicating that he was moving with at least one other person. In the latter case, whether the respondent was designated as "in collectivity" or "in class" was determined by the total context of the articulation.

* The distinction between a "collectivity" and a "class" was further designated as:

  COLLECTIVITY: A collectivity is a group of people who have procedural observational capabilities as a group (e.g. clubs, organizations, governments). In a collectivity, there is more interconnection between the members than simply the sharing of the same attribute as in a class. A collectivity is able to function as an entity and has a measure of single-mindedness (e.g. the collectivity can give instructions, verdicts, etc., in a collective way).

  CLASS: A class is a group of people who share at least one attribute in common (e.g. neighbors--all those people who live in the same area); judges (all those people who sit on the bench); teachers (all those people who teach). Classes of people do not necessarily function together as a unit which has procedural observational capabilities. Rather, they function as individuals who happen to share a common attribute and were presented by the respondent as such.

* In deciding whether a reference was to one entity or two and so on, coders were asked to look for entities that were distinct, one from another. Articulation of a plural (e.g. books) was not automatically considered to be more than one entity. Rather, the question was asked: is the respondent treating this as more than one entity?

* A difficult decision involved distinguishing between "self looking at self" and "self looking at one non-observing entity." These rules were developed:

a) Self looking at self: Here the respondent was looking at something within himself, something internalized, or something that could be considered an attribute of self.

All references to emotions and cognitions were considered internal states and coded here (e.g. I felt sad, I had to decide).

Rhetorical questions that did not refer to other entities were also coded here.

b) Self looking at one non-observing entity. Here the respondent was looking at something which was outside the self. Most common was an expression of a need for a material object outside self.

References to diseases and accidents were coded in this category (e.g. I had an abortion, I had an accident, I want to stop smoking).

* Time was not considered an entity in itself when it was mentioned as context for the situation (e.g. two years ago, I ...). If, however, time was explicitly referred to as a resource (e.g. I don't have enough time), it was coded as one non-observing entity.

On Application B

* The rules for application were the same as for application A.

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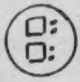
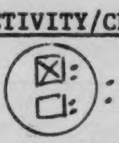
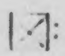
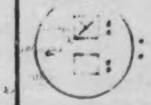
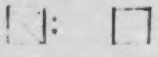
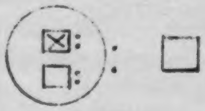
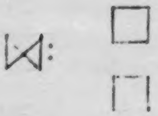
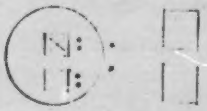
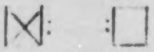
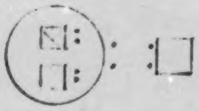
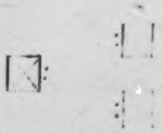
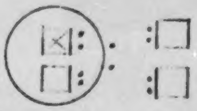
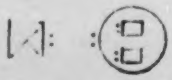
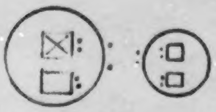
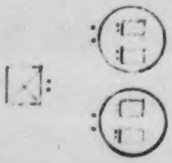
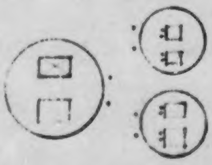
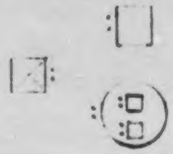
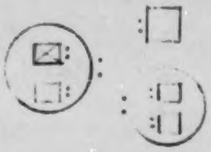
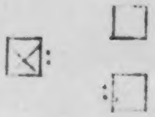
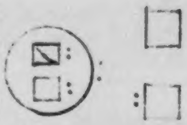
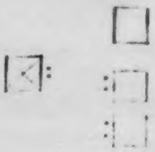
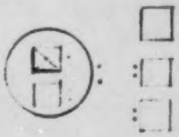
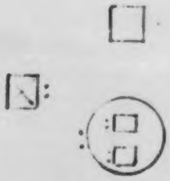
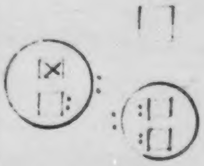
[a] Impetus for this scheme comes in part from the work of Richard Carter on situation types. Mimeographed handout, University of Washington, 1975.

/CONTENT ANALYSIS SCHEME #9/

SITUATION TYPE: THE SCHEME

SELF ☒:		LOOKING AT □: observing entity □ non-observing  collectivity	SELF IN COLLECTIVITY/CLASS		
			SELF IN COLLECTIVITY 		SELF IN CLASS
Code	Graphic		Graphic	Code	Code
01		Self		21	41
02		One non-observing entity		22	42
03		Two or more non-observing entities		23	43
04		One observing entity		24	44
05		Two or more observing entities		25	45
06		A collectivity or class		26	46
07		Two or more collectivites or classes		27	47

SELF		LOOKING AT	SELF IN COLLECTIVITY/CLASS		
			SELF IN COLLECTIVITY		SELF IN CLASS
Code	Graphic		Graphic	Code	Code
08		One observing entity and one collectivity (or class) at one time		28	48
09		One observing entity and one or more non-observing entities at one time		29	49
10		Two observing and one or more non-observing entities at one time		30	50
11		One or more collectivities (or classes and one or more non-observing entities at one time		31	51
98		Not codeable above			

/CONTENT ANALYSIS SCHEME #9/

SITUATION TYPE: EXAMPLES

Code	Definition	Example
01	Self looking at self	* *I am emotional.* * *I have to decide.* * *I don't know what to do.* * *I felt bad.*
02	Self looking at one non-observing entity	* *I'm worried about future of country.* * *I had an accident.* * *I quit smoking.*
03	Self looking at two or more non-observing entities	* *Disturbing because of prices, living costs, taxes.* * *I have to consider flight cost and entertainment.*
04	Self looking at one observing entity	* *Daughter is coming to live with us.* * *The man that hit me wanted to pay.*
05	Self looking at two or more observing entities	* *Son refuses to go to dentist.* * *The doctor has just finished operating on my mother.*
06	Self looking at a collectivity or class	* *Lack of managing ability of governmental officials.* * *Parents don't like to go out.*
07	Self looking at two or more collectivities or classes	* *U.S. and China are considering detente.* * *The workers are making demands to the company.*
08	Self looking at one observing entity and one collectivity (or class) at one time	* *The President and his men are corrupt.* * *He refused to join the union.*
09	Self looking at one observing and one non-observing entity at one time	* *I want to buy my son a bicycle.* * *He's mad at the quality of service he's getting.*
10	Self looking at two observing and one or more non-observing entities at one time	* *Both Mary and John decided to get a jeep.* * *She has just separated from her husband and is looking for a place to stay.*

Code	Definition	Example
11	Self looking at one collectivity (or class) or more and one or more non-observing entities at one time	* *The government is screwing everyone up by raising taxes.* * *Husband and I are looking for a new house.*
21	Self in collectivity looking at self	* *Husband and I are deciding.* * *We (husband and I) are feeling rotten.*
22	Self in collectivity looking at one non-observing entity	* *Our department is moving to a new building.* * *Our office ran out of space.*
23	Self in collectivity looking at two or more non-observing entities	* *We (the School) actually need more tables and chairs.* * *We (the School) need to add books to our reference center.*
24	Self in collectivity looking at one observing entity	* *Our entire department is not sympathetic toward her case.* * *How can you expect us (Welfare Department) to solve everything.*
25	Self in collectivity looking at two or more observing entities	* *One of our sons is in prison and the other one got arrested yesterday.* * *Our (Tenant Association) lawyer is conspiring with the landlord.*
26	Self in collectivity looking at a collectivity or class	* *The bank is forcing us (husband and wife) to declare bankrupt.* * *The State government is turning us (company) down.*
27	Self in collectivity looking at two or more collectivities or classes	* *We (branch office) have both the IRS and the Home Office at our back.* * *The public is blaming us (network affiliate) instead of the networks for bad programs.*

Code	Definition	Example
28	Self in collectivity looking at one observing entity and one collectivity (or class) at one time	* *The company's president and the Board of Directors are coming to inspect us.* * *We wish our son would join the government.*
29	Self in collectivity looking at one observing and one non-observing entity at one time	* *We (family) need to get a plumber to repair the leaking pipes.* * *We'll (family) move if the landlord fails to mend the leaking roof in two days.*
30	Self in collectivity looking at two observing and one or more non-observing entities at one time	* *We need someone at home when the repairman comes.* * *We are going to run out of gas if he doesn't make the call.*
31	Self in collectivity looking at one collectivity (or class) or more and one or more non-observing entities at one time	* *We've got to make the state government recognize the education crisis.* * *Our children should get the best education they can get.*
41	Self in class looking at self	* *We (students) must be determined.* * *We are not recognized.*
42	Self in class looking at one non-observing entity	* *We (tenants) are not allowed to keep pets.* * *We (friends) all squeezed into one car.*
43	Self in class looking at two or more non-observing entities	* *Living standard and taxes are killing us (mass).* * *We're the ones (mass) who are suffering under unemployment and inflation.*
44	Self in class looking at one observing entity	* *We (the class) knew he was coming.* * *We (witnesses) saw him faint.*

Code	Definition	Example
45	Self in class looking at two or more observing entities	* *We saw the policeman stopped him.* * *We (bystanders) are happy one of the firemen rescued her child.*
46	Self in class looking at a collectivity or class	* *We (citizens) can understand what the government is doing.* * *If the police went on strike, we'll (citizens) be affected.*
47	Self in class looking at two or more collectivities or classes	* *If the government moved faster and the officials were more competent, we citizens would benefit.* * *The PTA, the school, and we parents are determined.*
48	Self in class looking at one observing entity and one collectivity (or class) at one time	* *His father is going to report us (who bully his son) to the school authority.* * *We (general audience) heard him attacking the Federal government.*
49	Self in class looking at one observing and one non-observing entity at one time	* *We (neighbors) saw his son giving his pet away.* * *How can we (workers) stand our work being checked every five minutes by the supervisors?*
50	Self in class looking at two observing and one or more non-observing entities	* *We (colleagues) know he got this job because he couldn't get along with the foreman.* * *We (employees) heard the boss say he was going to fire him because of the recession.*
51	Self in class looking at one collectivity (or class) or more and one or more non-observing entities at one time	* *Our government should try to cut down unemployment and revive the economy.* * *Landlords are trying to raise our (tenants') rent again.*
98	Not codeable above	

/CONTENT ANALYSIS SCHEME #10/

TIME FRAME (PAST/PRESENT/FUTURE) OF SUB-SITUATIONS: CODING RECORD

Purpose: This scheme attempts to analyze the references to time (past/present/future) of respondent brief articulations of focal situations. Use of the scheme allows an analysis of "time switching" within brief articulations (i.e. when and where respondents talk in "time line order" -- from past to present to future) or switch order (e.g. start with the future and then skip to the past). Application of the scheme offers another baseline for comparing brief articulations of focal situations to time line articulations in which talking in "time line order" was imposed by the interviewing situation.[a]

Application: The scheme was applied to the three sub-situations of the brief articulation of the focal situation. See CA scheme #8 for a definition of how the brief articulation was divided. This scheme was applied to sub-situations P1/S1/S2.

> Unit of analysis: The sub-situations as defined in CA scheme #8, up to a maximum of three sub-situations per focal situation.

Special instructions:

* In applying this code scheme, coders again took the role of an information practitioner making judgments based on articulation.

* Word tense was used as a cue, however the total articulation was referred to before individual sub-situations were coded.

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[a] For a beginning discussion of the rationale for focusing on time references, see Dervin, Brenda, "Strategies for Dealing with the Information Needs of Urban Residents," Journal of Broadcasting, Spring 1976 (in press).

/CONTENT ANALYSIS SCHEME #10/

TIME FRAME (PAST/PRESENT/FUTURE) OF SUB-SITUATIONS: THE SCHEME

CODE	EXPLANATION	EXAMPLES
	Is the sub-situation that the respondent describes one that, as articulated, existed (exists, will exist):	
1	in the past	* *My stove blew up.* * *Went for money counselling.* * *Hatchet man from home office arrived.* * *I went to Harbor View about a job.*
2	in the present (at time of interview)	* *Parents live in Idaho and brother in Portland.* * *Lack of managing ability of government officials.* * *It's disturbing because of prices and living costs. Increase of prices and taxes too.* * *Crime situation -- judges turning criminals loose.*
3	in the future	* *Husband's young daughter coming to live with us. How to deal with discipline and helping her use English.* * *We need to change the name for water company billing.* * *I think I'll shoot the dog.*
4	in past and present	* *Vandalism and rising crime rate. Vandalism at place of business ... the bastards keep breaking windows.* * *Arthritis has kept me bedridden for the past ten years.* * *I expected them to help but they never did.*
5	in past and future	* *My past and future seem to be the same.* * *I'm afraid my former illness will come again.*
6	in present and future	* *I'm worried that he'll lose his tooth.* * *We'll be lucky if it lasts.* * *This may cost me my job.*
7	in past, present, and future	* *They're always raising taxes.* * *It'll always be like that.*

/CONTENT ANALYSIS SCHEME #11/

SOCIAL REFERENT: CODING RECORD

Purpose: This scheme identifies the social unit (e.g. self, family, work, neighbor, institution) referred to in the brief articulation of the time line situation and in the time line articulation itself.

Application: The scheme was applied in two instances, to the initial articulation of the time line situation and to the time line articulation. But the scheme was applied differently in the two instances, as described below.

A. INITIAL ARTICULATION. For each respondent, the initial articulation of the time line situation was examined to identify the first three social referents it contained. The referents were coded in articulation order. A different number code was assigned for each type of social unit (see I/A CODE in SCHEME).

Unit of analysis: The entire initial articulation of the time line situation was up to a maximum of three times. This rule covered more than 90% of the "referents" named.

B. TIME LINE ARTICULATION. The entire time line articulation was examined for all social referents. The question asked was: At any point on the time line did the respondent indicate a ________? Five dichotomous codes were assigned, one for each of the social referents. A sixth code was the number of social referents coded "yes," the exact count from 1 to 5.

Unit of analysis: The entire time line articulation, including all separate time line steps was assigned a series of five dichotomous codes and the number of "yes" codes was summed to provide a sixth variable.

Special instructions:

On Application A

* The coders were instructed to code the referents in the order in which they were named and not to repeat the same code (that is, even if there were referents for two different neighbors, the "neighbor" code would be assigned only once).

* If the initial articulation contained a referent to other than "self," the coders did not also assign the "self" code unless the respondent specifically related himself to the situation.

On Application B

* Coders used the entire time line articulation only. They referred back to the initial articulation of the time line only if the time line articulation was incomprehensible.

Special notes on SELF: (see SCHEME)

* When a generalized "you" or "one" was used, the coder coded "self" only if he could answer affirmatively the question, "Does this include the respondent?"

* If the respondent was talking about a significant other, a code for "self" was assigned only if it was indicated or clearly implied that the referent was also concerned about self.

Special notes on WORK: (see SCHEME)

* Looking for a job or a student attending school were not counted as a referent to "work."

* Being fired was coded as a referent to "work."

Special notes on INSTITUTION: (see SCHEME)

* Concern about the respondent's own place of work was not coded as a referent to "institution."

* This code was used if an institution was specifically named or directly implied by the use of a pronoun (e.g. "they're always raising taxes" -- that is, an entity which has capabilities of collective observation or action). However, this code was not used to code "institution" in the sense of marriage institution.

/CONTENT ANALYSIS SCHEME #11/

SOCIAL REFERENT: THE SCHEME

I/A CODE	EXPLANATION	EXAMPLES (underlined)
1	Self: Did R describe a situation in which you clearly know that (s)he is concerned about his/her well-being? Own self?	* *Hatchet man arrived from office when I had nothing to do.* * *First she did decent work. Then she stopped. Have had several housekeepers since. All bad. Husband has to do housework. I wanted new housekeeper to leave. Then dope fiends.* * *My health is failing ... I need to lose weight.*
2	Family: Did R describe a situation in which you clearly know that (s)he is concerned about a member of the family, a family event, or family as a collectivity?	* *Parents live in Idaho; brother in Portland. Had to decide who to spend vacation with.* * *They had to pull daughter's teeth. She refused treatment.* * *Mother died. Brother came to live with us. Requested guardianship papers from father. Contacted our lawyer.*
3	Work: Did R describe a situation in which you clearly know that (s)he is concerned about someone at work (boss or colleague) or about a work event?	* *Hatchet man arrived from office when I had nothing to do.* * *My supervisor wants control ... things built up day by day ... I couldn't stand it ... walked out.* * *Should I quit as rental agent? Hate the lady I work with. Need money. Another job available but timing is worse. Need time for school.*
4	Neighbor: Did R describe a situation in which you clearly know that (s)he is concerned about a neighbor, neighbors in general, the condition of the neighborhood?	* *Neighbor's dog spread garbage all over my lawn.* * *We need more street lights around here.* * *Old people need help to get around. Neighbors shouldn't have to be obligated. I'm tired of being asked.* * *There's no recreation in this area that's free.*

I/A CODE	EXPLANATION	EXAMPLES (underlined)
5	Institution: Did R describe a situation in which you clearly know that (s)he is concerned about hassle with an institution (own or another's), the incompetence of an institution, or getting an institution to pay attention, provide service?	* *Future of country, lack of managing ability of officials.* * *I had an accident that isn't settled. The insurance company said they'd pay and they didn't.* * *My boyfriend got stabbed. I wanted to find out why. Police never called back. Now I try to forget.* * *My welfare check didn't come. They cut off my welfare money.*

/CONTENT ANALYSIS SCHEME #12/

RELATIONSHIPS BETWEEN SUB-SITUATIONS: CODING RECORD

Purpose: This scheme is an exploratory attempt to look at the relationships between sub-situations as articulated by the respondent. The focus here is on the kind of connections, if any, that the respondent sees between the elements or sub-parts of his situation. In looking at respondent perceptions of situations, one focus is "how complex" -- how many sub-parts does the respondent see in his situations? how many other situations does the respondent see as having some relationship or connection to the focal situation? These questions focus only on the quantitative aspect of something which might be called "situation complexity" or "situation embeddedness." Once having opened the issue of situation inter-connections, however, the next question focuses on the nature of these inter-connections. This is the purpose of this scheme. The scheme was never actually applied to the data because of time limitations. It was intended, however, to apply it in two instances:

a) On an analysis of the inter-relationships between the sub-situations of the focal situation brief articulations. See CA scheme #8 for explanation of how the sub-situation unit was developed.

b) On an analysis of the time line steps of the focal situation. See CA scheme #19 for a description of how this unit was developed.

In applying the scheme, the intent was to look at the inter-relationships between one sub-situation and other (in brief articulations) and one time line step and another (in time line articulations). For the brief articulations, where a maximum of three sub-situations encompassed most of the data, the analysis was to focus on all possible inter-relationships: P1/S1; P1/S2; S1/S2. It should be noted that this is all possible inter-relationships in articulation order. For the time line, the analysis was to focus on inter-relationships between time line steps that were contiguous: TL1/TL2; TL2/TL3; TL3/TL4; and so on. Each pair of sub-situations (or time line steps) was to be coded to depth 2.

As with the application of all schemes, the purpose here was to tap the respondent's perception of the inter-connections in so far as language allows this and in so far as the coders were able to use a constant set of rules for interpretation. Since the scheme was never actually used, special rules had not been developed other than those suggested by the scheme itself.

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[a] Looking at situation perceptions from the point of view of how the elements in the situation are seen as relating to each other has been a common focus of cognitive theory. The particular approach used here draws impetus from the work of Richard Carter on "picturing." Richard F. Carter, "Elementary Ideas of Systems Applied to Problem-Solution Strategies." Paper prepared for a session on living systems held at the annual meeting of the Far West region of the Society for General Systems Research, San Jose, California, October 1975.

/CONTENT ANALYSIS SCHEME #12/

RELATIONSHIPS BETWEEN SUB-SITUATIONS: THE SCHEME*

Code	Graphic	Description	Examples
0	□ ... □	TIME CONNECTION	
		S1 comes before S2	* *My son grew up/and became a doctor.* * *I was sick/but then I got better.* * *My husband's daughter is coming and/I will have to help her use English.*
		S2 comes before S1	* *The police scared the hell out of me/They arrived with guns drawn.* * *I think I'll shoot the dog/if the neighbor doesn't control it.*
1	□	SIMULTANEITY	
	□	S1 and S2 exist at the same time, either by accident or by design.	* *My husband works at the office/while I stay at home.* * *The hatchet man arrived/when I had nothing to do.* * *My stove blew up/and I didn't have any money.* * *I need to discipline her/and teach her how to use English.*

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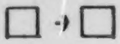
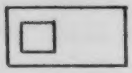
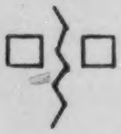
*For convenience, these examples use S1/S2 designators. S1 is the first element in articulation order (either a sub-situation or a time line step) and S2 is the second element.

Code	Graphic	Description	Examples
2		FUNCTIONAL CONNECTION	
		S1 leads to S2, causes S2, has consequences for S2	* *Our lights went out/and we need someone to fix them.* * *I want to buy a car/so I need to borrow money.*
		S2 leads to S1, causes S1, has consequences for S1	* *Recreation centers need lighting/because kids play at night.* * *We aren't going to make it/ if prices still keep going up.*
3		INCLUSION	
		S2 is included in, is a constituent of, is an example of, an instance of S1	* *The crime situation/-- judges are turning criminals loose.* * *The general economy problem/ -- prices and living costs and taxes.*
		S1 is included in, is a constituent of, is an example of, is an instance of S2	* *Students even declare bankruptcy/That's the economy these days.* * *Vandalism at company/The rising crime rate is disturbing.*

Code	Graphic	Description	Examples
4		**INTERRUPTED/BLOCKED RELATIONSHIP** This is reserved for a particular kind of S1/S2 relationship -- a blocked or interrupted relationship. In order to be coded here, the S1/S2 pair was one that showed: a) the respondent had a move or wished to make a move BUT b) he was unable to do so or to complete the move.	* *I need to get job training/which they are refusing.* * *I need a replacement/ but I didn't have money.* * *The faucet has to be fixed/but the manager is never home.* * *I went to Harborview for a job/but I live in the wrong area.*
5		UNSPECIFIED RELATIONSHIP	

/CONTENT ANALYSIS SCHEME #13/

SITUATION SOCIAL EMBEDDEDNESS: CODING RECORD

Purpose: This scheme taps the degree to which other living entities are involved in the respondent's focal situation. Essentially, the scheme is a counting scheme in which the coder was directed to count the number of living entities, other than the respondent, named as being involved in the situation. Social embeddedness is one aspect of situation complexity.

Applications:

A. BRIEF ARTICULATION. The scheme was applied directly to the brief articulations of focal situations. Coders were instructed to count the number of living entities, other than the respondent, who were named. See below for more details on coding procedures.

Unit of analysis: The entire brief articulation of the focal situation was used, resulting in one code with a range from 0 (no other entities) to 8 (8 or more other entities). In addition, the first two other entities in articulation order were labelled as E1 and E2 and used for further analyses. Most respondents named 2 or fewer entities.

B. DIRECT RESPONDENT ANSWER. While the application above was an indirect one where coders were counting the number of living entities named in an articulation, this application involved coding respondent answers to a direct question (Q11 in the questionnaire): "Was this a situation where you were the only person involved ... or, were other people directly involved? About how many other people were directly involved? Who were these people? We don't want to know their names ... only their general relationship to you? How were these people involved in this situation?"

Unit of analysis: The respondent's entire answer to Q11 was used. While in the brief articulation analysis only the overall count of other entities was coded, for this analysis, a series of four variables were coded:

a) # of unique individuals named;
b) # of collectivities or classes of people named;
c) # of amorphous groups named;
d) sum of a, b, and c (the analogue to the brief articulation code).

See special instructions below and the scheme for details on definitions used for coding. After these counts were made, coders were instructed on procedures for selecting a maximum of four entities for further analysis. See below for details. The four entities selected were labelled E1, E2, E3, and E4.

Special instructions:

On Application A

- Only living entities other than the respondent were counted. A living entity was any entity consisting of a single human being, a class of human beings designated as a class, or a collectivity of human beings designated as a collectivity. Entities which included the respondent (e.g. we, my family) were not counted. If, however, the respondent clearly designated himself as separate from such a collectivity/class (e.g. my family and I), the collectivity/class was counted.

On Application B

- * The above rule was used.
- * A unique individual was defined as any given human being who could be pointed to directly as one person. Examples: my step-father, a member of my church, the secretary of the council, my brother.
- * If members of a class were mentioned, they were not counted as unique individuals unless the respondent specifically separated or counted the unique individuals (e.g. the five lawyers, mother and father, judge and magistrate).
- * For a definition of collectivities or classes, see CA scheme #9. Examples from this data included: my family, criminals, parents, judges, homeowners, my club, my children. If more than one such collectivity or class was named in one phrase, each was counted separately (e.g. politicians and judges, lawyers and criminals).
- * An amorphous group was defined as a group that included just about everyone. Examples: citizens, humanity, people, everyone, taxpayers. If more than one such group was named, each was counted (e.g. people and taxpayers).
- * In determining which entities would receive the E1, E2, E3, E4 labels and therefore be designated for further analysis, the coders used these rules:
  - If 4 or fewer entities were named, they were labelled as E1, E2, E3, E4 in articulation order.
  - If 4 or more were named, coders eliminated entities whose nature of involvement duplicated a preceding entry. To do this, coders read the "how" portion of the respondent answers. An example: First entity named is "mother" who is described as "person I must visit." Second entry named is "brother" also described as "person I must visit." Brother would be eliminated. This elimination rule was used until only four entries remained. If the elimination rule did not reduce the list to four, then the first four entities were taken in articulation order. Relatively few respondents required the use of elimination rules.

/CONTENT ANALYSIS SCHEME #13/

SITUATION SOCIAL EMBEDDEDNESS: EXAMPLES

Examples	Number of living entities counted			
	Unique Individuals	Collectivities or classes	Amorphous groups	Total
My employer at real estate job *The executive employer of the company* *Boss at building complex*	3	0	0	3
Foster mother and father	2	0	0	2
Daughter *Husband* *Babysitter*	3	0	0	3
Coalition Against Old Pollution *Sierra Club members*	0	2	0	2
Judges *Criminals* *Taxpayers*	0	2	1	3
My recent boss *Parents*	1	1	0	2
Everyone	0	0	1	1
Family members (not R)	0	1	0	1
Father-in-law *Contractor* *2 electrical workers*	4	0	0	4
Insurance adjustor *Body strap foreman* *Car rental agent* *Police*	3	1	0	4

/CONTENT ANALYSIS SCHEME #14/

IDENTIFICATION OF ENTITIES AS INDIVIDUALS OR COLLECTIVITIES: CODING RECORD

Purpose: The purpose of this scheme is to classify more precisely the other involved entities as designated for detailed analysis in CA scheme #13. This scheme is essentially concerned with how respondents point to other entities in terms of the use of class or collectivity labelling devices.

Application:

A. BRIEF ARTICULATION OF FOCAL SITUATION.

Unit of analysis: A maximum of two entities per respondent, designated as E1 and E2 in CA scheme #13.

B. DIRECT RESPONDENT ANSWER.

Unit of analysis: A maximum of four entities per respondent, designated as E1, E2, E3, E4 in CA scheme #13.

Special instructions:

On Application A

* Code 5 (amorphous groups) was not used for this application.

* If an entity could be coded in more than one place, it was assigned the lower numerical code (e.g. code 1 rather than 2).

On Application B

* Same rules as in application A except that the "5" code was added for this analysis.

* In coding these responses, coders were instructed not to use the "how involved" answers in making their judgments. The focus was on labelling.

/CONTENT ANALYSIS SCHEME #14/

IDENTIFICATION OF ENTITIES AS INDIVIDUALS OR COLLECTIVITIES: THE SCHEME

Code	Explanation	Examples (underlined)
1	Identified as a specific individual by name or by unique label (i.e. designation points clearly to one and only one individual). (If in doubt, coded as "2".)	* *That high-living lawyer was a crook.* * *Boyfriend got stabbed.* * *Parents live in Idaho and brother in Portland.* * *Hatchet man from office arrived ... when I didn't have anything to do.*
2	Identified as a specific unique individual with a collective or class identification (i.e. designation points to one person, but if we went out to find that person, we'd have to choose from a number).	* *My son simply refuses to go to a dentist.* * *I wanted someone to recommend a housekeeper.* * *R called many people to get glasses for a student.*
3	Identified as a group of people in a class or collectivity	* *Parents live in Idaho and brother in Portland.* * *The bastards keep breaking windows.* * *Old people need help to get around.* * *The police arrived with their guns drawn.*
4	Identified as a specific unique institution or observing collectivity	* *I need to get training from the Department of Rehabilitation.* * *We need to change the name for water company billing.* * *I went to the insurance company for help.*
5	Identified as an amorphous group which includes everyone. (Not used on brief articulation.)	* *It's getting harder and harder for people.* * *Figured it was a citizen's duty to report it.* * *Everyone wouldn't have settled so easily.*

/CONTENT ANALYSIS SCHEME #15/

INSTITUTIONAL AFFILIATION: CODING RECORD

Purpose: This scheme is designed to identify the institutional affiliations (e.g. educational, political) of other entities (e.g. sources) involved in respondent focal situations. The scheme is applied in addition to CA scheme #16 (peer-kin affiliation) and CA schemes #17 and #18 (designation of role) in order to assess the overlapping nature of entity involvement and identification. A not-atypical identification of an entity might read, for example: "I met my friend who is a welfare lawyer." The uses of schemes #15, #16, #17, and #18 allow for coding all aspects of this entity's identification. Institutional affiliation analysis to the entities involved in the focal situation was completed in three applications.

Applications:

A. BRIEF ARTICULATIONS. Here the scheme was applied to entities named within the brief articulations of focal situations.

Unit of analysis: E1 and E2 as identified in CA scheme #13.

B. DIRECT RESPONDENT ANSWERS. Here the scheme is applied to direct respondent answers about the nature of the involvement of other entities in focal situations.

Unit of analysis: E1, E2, E3, and E4 as identified in CA scheme #13.

C. ENTITIES NAMED AS SOURCES FOR FINDING THINGS OUT. Respondents were asked (see CA scheme #24) what "things" they tried to find out, learn, or come to understand. For each of these "things," they were asked how they tried to find it out. In all, an analysis was made of the "how" answers for a maximum total of four things per respondent.

Unit of analysis: T1, T2, T3, and T4 as identified in CA scheme #24.

Special instructions:

On Application A

* An entity was labelled as having an institutional affiliation when that affiliation was specifically given or clearly implied.

* Individual professionals who normally have institutional affiliations (e.g. lawyers, social workers) were coded as having them only when the affiliations were clearly provided (e.g. a legal aid lawyer, a welfare social worker).

On Application B

* The rules of application were the same.

On Application C

- The above rules were applied.
- This application also involved counting the number of institutional/collectivity entities named. A collectivity was defined as it was in CA scheme #9.
- If a respondent mentioned several contacts with the same collectivity (e.g. Welfare), that collectivity was counted only once.
- In coding the actual nature of an institutional affiliation, only the first institutional/collective entity for each "thing tried to find out" was coded. If that "thing" had no institutional/collective entity, a "none" was coded.

/CONTENT ANALYSIS SCHEME #15/

IDENTIFICATION OF INSTITUTIONAL ENTITIES AND SOURCES: THE SCHEME

Code	Explanation	Examples
0	no institution or collectivity named	* *I asked a friend.* * *The doctor told me to wait.* * *My neighbor couldn't tell me.*
1	mass media	* *You read about it in the newspaper.* * *I saw it on television.* * *Read article in MONEY magazine.*
2	information agency (e.g. library)	* *I called the library.* * *I went to the library.* * *I need to contact a librarian.*
3	merchant/seller of product or service	* *Chevy said they'd make it right.* * *I went back to the store.* * *Dance studio called.*
4	governmental institution or group	* *Department of Rehabilitation is refusing training.* * *I need to reach Welfare.* * *The tax office couldn't say.*
5	social service/charity organization/church	* *I called the church.* * *Goodwill said they'd come.* * *Boy Scouts helped for a while.*
6	educational organization	* *Tried to get a class at the university.* * *Went to meeting at school.* * *The school had some funny ideas.*

Code	Explanation	Examples
7	political organizations	* *Democrats think they have the answer.* * *I got in touch with the Republican Party.*
8	any other organization not coded above	* *That street gang scares the hell out of me.* * [illegible]*chet man from office arrived* [illegible] *I had nothing to do.*

/CONTENT ANALYSIS SCHEME #16/

PEER-KIN NETWORK AFFILIATION: CODING RECORD

Purpose: This scheme is designed to tap the nature of the peer-kin network affiliations of the entities involved in the respondent's focal situation. This scheme is one of a series (see CA schemes #15, #17, #18) on involvement and identification of other entities.

Applications:

A. BRIEF ARTICULATIONS. The scheme was applied to the entity-analysis of the brief articulations of focal situations. Analysis here is based on identification of entities as named within the normal articulation.

Unit of analysis: E1 and E2 as identified by the coder in CA scheme #13.

B. DIRECT RESPONDENT ANSWERS. The scheme was also applied to the entity-analysis based on direct respondent answers to questions about the nature of entity involvement in focal situations.

Unit of analysis: E1, E2, E3, and E4 as identified by the coder in CA scheme #13.

/CONTENT ANALYSIS SCHEME #16/

PEER-KIN NETWORK AFFILIATION: THE SCHEME

Code	Explanation	Examples
0	no peer/kin network affiliations given	* *Department of Rehabilitation refused training.* * *The bastards keep breaking windows.* * *Police never called back.*
1	family/relative	* *Parents live in Idaho and brother in Portland.* * *Husband's young daughter coming to live with us.* * *My wife and I are deciding whether we should get a divorce.*
2	friend	* *A friend called me.* * *Friends criticize my weight.* * *I was told my boyfriend was stabbed.*
3	neighbor	* *My neighbor couldn't tell me.* * *My neighbor won't control his dog.* * *Neighbors shouldn't have to be obligated.*
4	co-worker/colleague	* *Hatchet man from office arrived ... when I didn't have anything to do.* * *My boss called me in.* * *Partner didn't know either.* * *Fellow at work told me.*
5	roommate/cohabitor	* *Roommate didn't come home.* * *He shares the apartment.*

/CONTENT ANALYSIS SCHEME #17/

NATURE OF RELATIONSHIP: CODING RECORD

Purpose: This scheme taps the relationship between the respondent and the other entities involved in his focal situation. This is one of a series of schemes (see CA schemes #15, #16, and #18) whose purpose is to get at a rich picture of the nature of the involvement and identification of "others" in situations as seen by respondents.

Application: The scheme was applied to the entities named in the brief articulations of focal situations.

Unit of analysis: E1 and E2 as identified in CA scheme #13.

/CONTENT ANALYSIS SCHEME #17/

NATURE OF RELATIONSHIP: THE SCHEME

Code	Explanation	Examples
1	E is IN situation with R in same role as R	* *We're in it together.* * *They're my parents so they're involved.* * *Family needs car too.*
2	E is seen as acting on R	* *The man that hit me wanted to pay me direct.* * *My neighbor won't keep his dog out of my garbage.* * *Department of Rehabilitation refuses to give me training.*
3	R is seen as acting on E	* *Parents live in Idaho and brother in Portland. Had to decide who to spend the most time with.* * *I think I'll shoot the neighbor's dog.* * *I'm sending my son to camp.*
4	E and R have reciprocity	* *He helped me and now I'm helping him.* * *The laundry's his job; I do the house.*
5	E and R have gap; want connection	* *He should help but he won't.* * *I need to find my husband.* * *I wanted a job from him.*
8	not codeable above	

/CONTENT ANALYSIS SCHEME #18/

RELATIONAL DIMENSIONS: CODING RECORD

Purpose: This scheme allows the independent coding of seven relational dimensions between respondent and the other observing entities named in brief articulations. This independent coding allows a multi-dimensional description of the nature of the relationship between the respondent and the other entity, particularly when combined with CA schemes #15 (institutional entities); #16 (peer-kin affiliation); and, #17 (nature of relationship).

Application: The scheme was applied in a series of seven codings to the first two entities named in the brief articulations.

Unit of analysis: E1 and E2 as identified in CA scheme #13.

Special instructions:

- To be coded as a professional or a client, an entity had to be obviously identified as such.
- To be coded as an object of "antagonism" or of "friendship," an entity had to be explicitly described as such.
- A "one up" entity was further defined as one who was in control and causing discomfort. A "one down" entity was one who was the object of control and being caused discomfort. A collectivity that was personified could be "one up" or "one down."
- To be coded as a "client," the entity had to be a recipient of the professional services of a respondent.

/CONTENT ANALYSIS SCHEME #18/

RELATIONAL DIMENSIONS: THE SCHEME

Code	Explanation	Examples
	Is the E portrayed as a ...	
0	barrier to something	* *They stopped my check.* * *Police refused to help.* * *He denied me admission.*
1	facilitator for something	* *He lent me money.* * *Mother talked to police so they'd leave.* * *The lawyer got me off.*
8	neither	
0	client	* *I received call that student needed glasses.* * *After making an appointment, the patient refused my help.*
1	professional	* *He's my lawyer.* * *He's our lawyer.* * *Daughter refused our dentist's care.*
8	neither	
0	victim	* *I made him pay.* * *I shot the neighbor's dog.* * *I made sure the students did it right.*
1	victimizer	* *Hatchet man from office arrived ... when I didn't have anything to do.* * *Vandalism at place of business ... the bastards keep breaking windows.* * *I need to get training from Department of Rehabilitation which they are refusing.*
8	neither	
0	object of antagonism	* *The neighbor won't control his damn dog.* * *Hatchet man from office arrived.* * *The bastard keep breaking windows.*
1	object of friendship/liking	* *I wanted to help her... she deserved it.* * *I think he's a good lawyer.* * *I gave in because I liked him.*
8	neither	

Code	Explanation	Examples
	Is the E portrayed by the respondent as a ...	
0	temporary contact	* *Met this man on the street.* * *Then I never got housekeeper back.* * *Police knocked on door.*
1	permanent contact	* *Parents live in Idaho and brother in Portland.* * *Husband's young daughter coming to live with us.* * *My son simply refuses to go to dentist.*
8	neither	
0	entity who is "one up" on R	* *Hatchet man from office arrived ... when I didn't have anything to do.* * *Department of Rehabilitation refuses training I need.*
1	entity who is "one down" to R	* *She can't have another job with me.* * *Daughter still owes me for that.* * *I'm tired of being asked by old people for rides.*
8	neither	
0	helper	* *My caseworker said she'd check.* * *He filled out my taxes for me.* * *She said she'd find a place for me.*
1	helpee	* *I found glasses for him.* * *Husband's young daughter coming to live with us. How to deal with discipline and helping her with English.* * *I cleaned up the garbage on their lawn.*
8	neither	

/CONTENT ANALYSIS SCHEME #17B-18B/

NATURE OF ENTITY INVOLVEMENT IN SITUATION: CODING RECORD

Purpose: This scheme is a revision of CA schemes #17 and #18 incorporating aspects of both schemes but eliminating some of the redundancies and ambiguities, thus reducing coding time. This scheme takes most of the conceptual distinctions made in CA schemes #17 and #18 and incorporates them in a series of nine dichotomous codes designed to tap aspects of other entity involvement in respondent focal situations. This use of a series of dichotomous codes allows for a rich description of the nature of a given entity's involvement in a focal situation. This scheme will be used in combination with CA schemes #15 and #16, describing the institutional and peer-kin affiliations of other entities.

Application: The scheme was applied only to the analysis of other entities as directly listed by the respondent in response to Q11 (see questionnaire). Coders were instructed to use the "how" responses (i.e. "How were these people involved in this situation?") in applying this scheme.

Unit of analysis: The E1, E2, E3, and E4 entities resulting from an analysis of respondent answers to Q11 (see CA scheme #13).

/CONTENT ANALYSIS SCHEME #17B-18B/

NATURE OF ENTITY INVOLVEMENT IN SITUATION: THE SCHEME

Explanation	Examples (who involved and how)
Is E presented as:	
Having the same role as the respondent in the situation? ... a victim along with R? ... a decider along with R? ... whatever affects R, affects E? ... fighting the same causes as R?	* who: *Everybody* how: *The same way I am. We're all bystanders. Anyone can leave his house and find it broken into or be mugged while out walking.* * who: *Family members* how: *They all drive family cars so we need family car.* * who: *Homeowners hurting more than renters* how: *Homeowners pay biggest share of real estate taxes. These are state's biggest source of income. (Situation=taxes too high.)*
Having gap with respondent; as an entity with whom the respondent wants to make a connection? /Note: Tense was ignored./	* who: *My recent employer* how: *I sought part-time work from him (to earn way through school).* * who: *Insurance adjustor* how: *He is one who is supposed to settle claim but hasn't.* * who: *Brother* how: *We want guardianship of him.*
Someone who needs help or needs a resource or service explicitly stated as lacking? Note: R is not necessarily the source of help.	* who: *Daughter* how: *She is one that needs baby-sitter, one who is coming to live with us.* * who: *Member of church* how: *He is one who asked for help.* * who: *Two fellow students* how: *I promised them a ride and if car doesn't work can't give it.*

Explanation	Examples (who involved and how)
Is E presented as: A professional in a professional role? Note: Working definition of "professional" was "provider of a particular service requiring specialized training."	* who: Two lawyers how: One is our lawyer, he is helping us get guardianship. * who: Psychiatrists how: They should help but they aren't. * who: A lawyer how: He is helping my friend with his defense.
A helper or facilitator of something for the respondent? Note: Either the helping had to be explicit or E had to be facilitating R's progress toward goal.	* who: My employer at my real estate job how: He is responsible for negotiating a new bonus system which means more money. * who: Foster mother and father how: Mother talked with police who came to house and searched it. * who: A Christian friend how: He lent a spare pair of glasses.
A blocker, victimizer, or barrier to the respondent?	* who: Insurance adjustor how: He is the one who is supposed to settle claim but hasn't. * who: Housekeeper how: She did lousy work. * who: Al how: He's the one who tried to stop me from hitting dog with mallet.
An object of antagonism, hatred, fear, or a source of negative emotions by the respondent? Note: Focus is on the evaluation of E by the respondent.	* who: Criminals how: They rob and mug us. * who: Judges how: They let people off too easily. * who: Mr. Martin how: He's a hatchet man from home office.

Explanation	Examples (who involved and how)
Is E presented as:	
Someone who is being helped (or whose goal is being facilitated) by the respondent?	* *who: Member of church* *how: He is the one who asked for help.* * *who: My friend* *how: He is the one who was arrested, needs help. (R is helping.)* * *who: My brother* *how: I loaned him money.*
Someone who has control over the respondent, has the power to make decisions, or makes decisions about the respondent?	* *who: Executive employer (president of company)* *how: He is responsible for setting the back-to-work date.* * *who: Judge* *how: He decides whether I go back.* * *who: Caseworker* *how: He found the mistake and got my money restored.*

/CONTENT ANALYSIS SCHEME #19/

DIVIDING THE TIME LINE INTO STEPS: CODING RECORD

Purpose: On pages 12-13 of the questionnaire, respondents are asked to describe their focal situations on a time line:

Q7. First, I'd like you to think back to everything that happened (so far) when you were dealing with this situation. Think back, trying to remember all the steps that occurred -- the things you did, the things that others did, the things that just happened. What one thing that happened (so far) while you were dealing with this situation do you remember best? Pick the one event that stands out most in your mind.

> Responses to this question were called:
> BEST REMEMBERED EVENT TIME LINE STEPS (BRE STEPS)

Q8. You've just told me that you remember ___________ best. Now, think back over this situation to all the things that happened before this event that you remember best. Were there any steps that occurred before this? If yes: Tell me what happened first, what happened second, and so on right up to the ___________ -- the part you remember best.

> Responses to this question were called:
> BEFORE BRE STEPS

Q9. Now, let's start from the point you remember best -- ___________. Think back over this situation to all the things that happened after this event that you remember best. Try to remember everything that happened right up to the present. Were there any steps that occurred after this? If yes: Tell me what happened after this... each step in order that things happened right up to the present time.

> Responses to this question were called:
> AFTER BRE STEPS

These questions were designed to elicit from each respondent a fairly complete picture of his focal situation along a standard dimension -- time. The schemes were also designed to deal, in part, with the nature of situations -- they change over time, they are impacted not only by self but by outside forces as well. This changing nature of situations has been essentially ignored in prior work.

Content analysis scheme #19 was designed to deal with the fact that respondents articulated their time lines in many different forms. Content analysis scheme #19 attempted to achieve a comparable coding baseline across such disparate articulations while at the same time allowing for the reconstruction of the time line exactly as articulated by the respondent. The resulting unit of analysis was called: CODER-DETERMINED TIME LINE STEPS.

Special instructions:

Prior to applying the rules indicated below in order to achieve a comparable coding unit, a record was made on card 5 of the # of time line steps actually recorded by the interviewer:

a) in the best-remembered event
b) before the bre
c) after the bre
d) total

After the process of dividing, the same information was coded on the basis of the "coder-determined time line steps."

In achieving the comparable time line coding unit, the rules were:

* Coders did not change the respondent's time line. The process essentially involved the coder making finer distinctions than the respondent did. The coder did not combine any steps if a respondent had divided them; re-order any steps; add any content; or delete any steps.

* Rather, the coder divided a respondent-articulated step into two or more coder-determined steps if:

- the step included two or more events which happened at different times (e.g. I talked to my boss/but he never did anything)
- the step included two or more events at least one of which was requisite to another (e.g. when he visited the doctor/ he refused to relate his symptoms) or (e.g. first visit to the dentist/ she refused treatment)
- the step included a shift from an internal focus to external (e.g. I was lonely/when he left me) or vice versa (e.g. When my boss forced me/I came to a decision).

* The following are common instances where divisions were not made:

- a step that included reference to a source (so-and-so) saying something (e.g. John said he was lonely) or (e.g. They learned parents were ministers)
- a step including two or more examples unless the examples were explicitly placed at different points in time (e.g. There's no planning when involving us in wars and using natural resources)
- a step that would have been divisible except that the division involved events, states, or actions that were predictions of the future or hypothethical (e.g. I'll be afraid to go out of the house).

In making these divisions, coders crossed out any comments from respondents at the end of time lines that were clearly replies to interviewer probes and added no new information (e.g. No, nothing else).

At the end of the division process, a check was made to see if the respondent had more than 18 resulting time line steps. If so, a "master" coder (the coding supervisor) deleted steps as needed to get back down to 18. This process involved less than 2% of the respondents (based on pre-test assessments) and was necessary in order to conserve card space. When the master coder made these deletions, the rule was to eliminate steps in such a way that the total picture of the time line was least changed. Deleted steps were those that were redundant. When a respondent had no redundant steps, the deletion was done randomly.

/CONTENT ANALYSIS SCHEME #19/

DIVIDING THE TIME LINE INTO STEPS: EXAMPLES

Sample answers	Coder division
BEFORE BRE: 1 - They had to pull teeth. 2 - We played role games. 3 - She enjoyed the game until we got to the moment of truth. BRE: First visit to dentist when she refused treatment. She was obviously scared. AFTER BRE: 1 - Daughter relieved to be out of there. 2 - She was guilty about not being able to go through with it. 3 - She felt reprieved.	*1 - They had to pull teeth.* *2 - We played role games.* *3 - She enjoyed the game* *4 - until we got to moment of truth* **5 - First visit to dentist* **6 - when she refused treatment.* **7 - She was obviously scared.* *8 - Daughter relieved* *9 - to be out of there.* *10 - She was guilty* *11 - about not being able to go through with it.* *12 - She felt reprieved.*
BEFORE BRE: 1 - Police knocked on door. 2 - Asked for friend. 3 - Police backed off. 4 - Police asked friend if he knew who was making crank calls in neighborhood. 5 - F threatened to call lawyer. BRE: Fact that the police returned. AFTER BRE: 1 - Police walked in with guns drawn. 2 - Held me and friend at gunpoint. 3 - One had a shotgun. 4 - Searched lower floor. 5 - Checked living room. 6 - Much later situation resolved after they learned parents were ministers.	*1 - Police knocked on door.* *2 - Asked for friend.* *3 - Police backed off.* *4 - Police asked friend if he knew who was making crank calls in neighborhood.* *5 - F threatened to call lawyer.* **6 - Fact that the police returned.* *7 - Police walked in with guns drawn.* *8 - Held me and friend at gunpoint.* *9 - One had a shotgun.* *10 - Searched lower floor.* *11 - Searched living room.* *12 - Much later situation resolved* *13 - after they learned parents were ministers.*

Sample answers	Coder division
BEFORE BRE: 1 - I received call that student needed glasses. 2 - I started to find help. 3 - I made a telephone call. 4 - I made many telephone calls. 5 - First to all the churches. 6 - Then to government agencies. 7 - Then to free eye clinic. 8 - Then to Lion's Club. **BRE:** Secretary of Church Council was so willing to help, it encouraged me. **AFTER BRE:** 1 - She asked me to try United Way. 2 - She said she had a box of old glasses. 3 - She gave me the box to find pair. 4 - She referred me to person X. 5 - I told friend of student to go to X. 6 - Student went to center. 7 - Another student gave needy student the glasses.	*1 - I received call that student needed glasses.* *2 - I started to find help.* *3 - I made a telephone call.* *4 - I made many telephone calls.* *5 - First to all the churches.* *6 - Then to government agencies.* *7 - Then to free eye clinic.* *8 - Then to Lion's Club.* **9 - Secretary of Church Council was so willing to help* **10 - it encouraged me.* *11 - She asked me to try United Way.* *12 - She said she had box of old glasses.* *13 - She gave me the box to find pair.* *14 - She referred me to person X.* *15 - I told friend of student to go to X.* *16 - Student went to center.* *17 - Another student gave needy student the glasses.*
BEFORE BRE: 1 - You read about it in paper everyday. 2 - That someone is being attacked. 3 - There's no one particular thing. 4 - The publicity about crime upsets you. **BRE:** I've been afraid to go out of the house. **AFTER BRE:** 1 - You restrict your activities. 2 - You don't get exposed. 3 - That's all. What else can you do?	*1 - You read about it in paper everyday.* *2 - That someone is being attacked.* *3 - There's no one particular thing.* *4 - The publicity about crime upsets you.* **5 - I've been afraid to go out of the house.* *6 - You restrict your activities.* *7 - You don't get exposed.* *8 - That's all. What else can you do?*

Sample answers	Coder division
BEFORE BRE: 1 - Mother died. 2 - Brother came to live with us. 3 - Father left. 4 - Requested guardianship papers from father. BRE: Contacted our lawyer. AFTER BRE: 1 - Letter from father's lawyer.	*1 - Mother died.* *2 - Brother came to live with us.* *3 - Father left.* *4 - Requested guardianship papers from father.* **5 - Contacted our lawyer.* *6 - Letter from father's lawyer.*
BEFORE BRE: 1 - First was trained by person other than supervisor. 2 - When supervisor came she did things differently. Would correct actions. 3 - Wanted more control to force employees to do things her way. 4 - Built up day by day. 5 - Eventually led to walk-out. 6 - She views me as threat to her job. BRE: The day I couldn't stand it and walked out. AFTER BRE: 1 - That night called manager. 2 - He didn't want to get involved. 3 - Next day supervisor was "too sweet" but we didn't see each other much. 4 - Since then things have been better. 5-7 She tries too hard to be too sweet. - Trying to appease.	*1 - First was trained by person other than supervisor.* *2 - When supervisor came* *3 - She did things differently.* *4 - Would control actions.* *5 - Wanted more control to force employees to do things her way.* *6 - Built up day by day.* *7 - Eventually led to walk-out.* *8 - She views me as threat to her job.* **9 - The day I couldn't stand it and* **10 - walked out.* *11 - That night called manager.* *12 - He didn't want to get involved.* *13 - Next day, supervisor was too sweet.* *14 - but we didn't see each other much.* *15 - Since then things have been better.* *16 - Supervisor tries too hard to be sweet.* *17 - Trying to appease.*

Sample answers	Coder division
BEFORE BRE: 1 - On previous occasions I was told that possessions could be shipped any time. **BRE:** Being sent to five different officers at international border at customs. **AFTER BRE:** 1 - Spoke to immigration who referred to customs. Still not sure that received correct information on requirements for shipping possessions.	*1 - On previous occasions I was told that possessions could be shipped at any time.* **2 - Being sent to five different officers at international border at customs.* *3 - Spoke to immigration.* *4 - Referred to customs.* *5 - Still not sure received correct information on requirements for shipping possessions.*
BEFORE BRE: None **BRE:** I was walking downtown one day and met this man. He said, "Do you know? Your boyfriend got stabbed in stomach?" **AFTER BRE:** 1 - Called homicide in California. 2 - He said he would call me back. 3 - I was gone evidently when he called. 4 - I never heard any more about it. 5 - They may send me a letter. 6 - I was trying to forget. 7 - I watch TV. I try to relax. 8 - I watch a good movie and go see friends. 9 - Another friend calls me and then I try to forget.	**1 - I was walking downtown one day and* **2 - met this man.* **3 - He said, "Do you know? Your boyfriend got stabbed in stomach?"* *4 - Called homicide in California.* *5 - He said he would call me back.* *6 - I was gone evidently* *7 - when he called .* *8 - I never heard anymore about it.* *9 - They may send me a letter.* *10 - I was trying to forget.* *11 - I watch TV.* *12 - I try to relax.* *13 - I watch a good movie and* *14 - go to see friends.* *15 - Another friend calls me and* *16 - then I try to forget.*
BEFORE BRE: 1 - No check in mail for one week. 2 - I called and got no results. **BRE:** They cut off my welfare money.	*1 - No check in mail for one week* *2 - I called* *3 - and got no results.* **4 - They cut off my welfare money.*

Sample answers	Coder division
AFTER BRE: 1 - I went to see my caseworker. 2 - He went over my papers. 3 - He said there was a mistake. 4 - Two days later he got me a check.	5 - I went to see my caseworker. 6 - He went over my papers. 7 - He said there was a mistake. 8 - Two days later he got me a check.
BEFORE BRE: 1 - General remarks people made about my size and appearance. 2 - My health was failing. 3 - I was unable to participate in strenuous exercise. BRE: Made the decision that I had to lose weight. AFTER BRE: 1 - Still on my diet. 2 - Still exercising. 3 - Still eating less. 4 - Smoking more.	1 - General remarks from people about my size and appearance. 2 - My health was failing. 3 - I was unable to participate in strenuous exercise. *4 - Made decision that I had to lose weight. 5 - Still on my diet. 6 - Still exercising. 7 - Still eating less. 8 - Smoking more.
BEFORE BRE: 1 - The car would die at a stop sign in the morning. 2 - If you jiggled the butterfly valve it worked. 3 - Both cars are getting a lot of mileage. BRE: The Dodge wasn't always starting. Recognition that we'd have to make some determination of what to do. AFTER BRE: 1 - We looked at pros and cons of both cars. 2 - Keeping the 2-door or 4-door or both. 3 - My husband does a lot of driving. We need one good car. 4 - We got a new battery for the Dodge. 5 - We talked about advantages of old versus new cars.	1 - The car would die at a stop sign in the morning. 2 - If you jiggled the butterfly valve 3 - it worked. 4 - Both cars are getting a lot of mileage. *5 - The Dodge wasn't always starting *6 - Recognition that we'd have to make some determination of what to do. 7 - We looked at pros and cons of both cars. 8 - Keeping 2-door or 4-door or both. 9 - My husband does a lot of driving. 10 - We need one good car. 11 - We got a new battery for the Dodge. 12 - We talked about advantages of old versus new cars.

Sample answers	Coder division
BEFORE BRE: 1 - Identified need for additional electrical capability. 2 - Talked to father-in-law who recommended contractor. 3 - Contractor recommended firm. 4 - Firm contacted, came and made estimate. 5 - Work done. 6 - Bill paid. BRE: Work done satisfactorily. AFTER BRE: None	*1 - Identified need for electrical capability.* *2 - Talked to father-in-law* *3 - who recommended contractor.* *4 - Contractor recommended firm.* *5 - Firm contacted* *6 - came and* *7 - made estimate.* *8 - Work done.* *9 - Bill paid.* **10 - Work done satisfactorily.*

/CONTENT ANALYSIS SCHEME #20/

COORIENTATIONAL STATE: CODING RECORD

Purpose: This scheme is an attempt to assess each time line step in terms of whether the respondent is making observations about the internal states (e.g.feelings, emotions, thoughts, ideas) of self or others or the external states (e.g. behaviors) of self or others. The distinction, from a communications perspective, is obvious. For internal states, the content is not observable to an outside viewer. For external states, the behavior itself is observable while the intent (an internal state) is not. The scheme gets its impetus from a line of research in communications[a] that focuses on "coorientation." In this line of study, concern is placed not so much on whether people agree with each other (e.g. on whether their internal states are the same), but on whether people can predict each other with accuracy. This focus is fruitful for any context of study where two or more individuals must have some degree of perceptual alignment (e.g. the information practitioner-client relationship).

Application: The scheme was applied to the time line description of focal situations in which respondents described in a step-by-step fashion the events of their situation.

Unit of analysis: See CA scheme #19 for a description of how time line steps were arrived at. This analysis involved analyzing each time line step up to a maximum of 18 per respondent.

Special instructions:

* Coders were asked to first determine if a given time line step was focusing primarily on self, on other observing entity, or on non-observing entity.

SELF included the respondent acting alone (e.g. I), as a member of a self-designated class (e.g. we students), or as a member of a collectivity (e.g. my family). See CA scheme #9 for a more complete description of these distinctions. Note that this designation included the generalized you (e.g. You don't get exposed).

OTHER OBSERVING ENTITY included any observing entity that did not include the respondent, including individuals (e.g. my son), classes (e.g. neighbors), or collectivities (the agency). An observing entity was one which was seen as possessing human qualities or as having the ability to act. See CA scheme #9 for more details on this distinction.

NON-OBSERVING ENTITY included touchable objects, states, or conditions (e.g. the stove, the leaking roof, the wealth of the nation, smoking) not described as having the ability to act or as possessing human attributes.

* Coders were then asked to make the external/internal distinction.

INTERNAL states designated statements describing emotions, cognitions, or evaluative states of observing entities. Coders looked for such verbs as wanted, wished, feared, knew, understood, and thought.

EXTERNAL designated statements describing observable actions, behavior, or movements. Coders looked for such verbs as asked, moved, watched, read, acted, did, went. Adjectives describing externally observable qualities were also coded here (e.g. old, sick, poor). In addition, any references to illnesses and other physiological conditions as well as any references to ownership of external resources was coded here.

* When a given time line step was codeable in more than one place, these rules were used:

a) In cases where the time line included only one observing entity and one or more non-observing entities, coders were asked to code the observing entity rather than the non-observing entities.
Examples:
- HE stepped on the calculator.
- HE worried about the past due payment.

b) In cases where the time line step included two or more observing entities, coders were asked to locate the main verb in the time line step and then to code the initiator of the movement in that verb (i.e. the entity who had control).
Examples:
- First was trained by SUPERVISOR.
- POLICE held me and friend at gunpoint.
- I never got HOUSEKEEPER back. (note: housekeeper has control)

c) In cases where the time line step included more than "pure" time line step (which occurred because of step merging required when respondents had time lines with more than 18 steps), coders were asked to code the first observing entity. If there was no observing entity, coders were asked to code the first non-observing entity.

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[a] See, in particular, W. Barnett Pearce and Keith R. Stamm, "Coorientational States and Interpersonal Communication," in Peter Clarke, ed., New Models for Mass Communications Research. Beverly Hills: Sage Publications, Sage Annual Reviews of Communication Research, Vol. II, chapter 6.

/CONTENT ANALYSIS SCHEME #20/

COORIENTATIONAL STATE: THE SCHEME

Code	Definition	Examples
	SELF (OR SELF IN COLLECTIVITY/CLASS)	
1	External state	* *You don't get exposed.* * *I spoke to immigration.* * *We played role games.* * *I walked out.* * *We got married.* * *I read about it in the newspaper.*
2	Internal state	* *It encouraged me.* * *The day I couldn't stand it.* * *I wanted her to leave.* * *I'm afraid to leave the house.* * *I came to a decision.* * *First I tolerated her work.*
	OTHER OBSERVING ENTITY (OR COLLECTIVITY/CLASS)	
3	External state	* *The supervisor came.* * *She did things differently.* * *They had to pull daughter's teeth.* * *Police knocked on door.* * *A student called me.*
4	Internal state	* *She was guilty.* * *He enjoyed the game.* * *He was obviously scared.* * *He wanted more control.* * *She is trying to appease me.*

Code	Definition	Examples
	NON-OBSERVING ENTITIES (OBJECTS, STATES, CONDITIONS)	
5	Specific statements about touchable objects	* *The car broke down.* * *Water is leaking on the rug.*
6	Specific statements about states or conditions (not pertaining to touchable objects)	* *Bankruptcy is common.* * *Pollution is getting serious.*
8	Time line steps not codeable above, such as ambiguous statements and rhetorical questions	* *There's no particular thing.* * *Things build up.*

/CONTENT ANALYSIS SCHEME #21/

DIRECTION OF MOVEMENT ON TIME LINE: CODING RECORD

Purpose: This scheme looks explicitly at the respondent's role, as described by the respondent, in each time line step. While elements of this scheme are covered in other time line analysis schemes (e.g. CA scheme #20 and CA scheme #22), none of these looks only at this dimension.

Application: This scheme was applied only in analysis of the time line articulations of focal situations, one per respondent.

Unit of analysis: The time line steps, as determined by CA scheme #19, up to a maximum of 18 per respondent.

Special instructions:

* Coders were instructed to locate the verb in a given time line. If there was more than one verb, coders took the first verb in articulation order.

* Coders then applied these questions and rules:
  - Was the respondent the initiator of the action implied by the focal verb? If yes, code 2 (see scheme). If no:
  - Was the respondent the recipient of the action implied by the focal verb? If yes, code 3. If no, code 1. (See scheme.)

* Coders turned passive voice into active voice. Examples: "I was sent" became "They sent me"; "I was told" became "They told me."

* Statements about R's property (e.g. "My stove broke") were coded 1.

* The respondent was defined in CA scheme #9 as self/self in collectivity/self in class. The generalized "you" was considered to be the respondent.

/CONTENT ANALYSIS SCHEME #21/

DIRECTION OF MOVEMENT ON TIME LINE: THE SCHEME

Code	Definitions	Examples
1	Respondent is simply an OBSERVER: ... no role	* *They had to pull daughter's teeth.* * *She enjoyed the game.* * *She visited dentist.* * *Police asked friend if he knew who was making crank calls.* * *Friend threatened to call lawyer.* * *One policeman had a gun.* * *They searched lower floor.* * *They learned parents were ministers.* * *Someone is being attacked everyday.* * *The situation is as old as I am.*
2	Respondent is ACTOR: acting, doing, thinking, feeling	* *You read about it in paper.* * *What else can you do?* * *We played role games.* * *I started to find help.* * *Housekeeping is done by me.* * *I hate those people.* * *I wanted her to leave.* * *I found a few openings.* * *I confronted the manager.* * *I met this man.*
3	Respondent is RECIPIENT: of action, doing, thinking, feeling ... of someone or something else	* *The chair fell on me.* * *The police knocked on our door.* * *They asked me for friend.* * *I got call from someone who needed help.* * *She was willing to help me.* * *The publicity about crime upsets me.* * *There's no planning when involving us in wars.* * *I was trained by other supervisor.* * *I was told possessions could be shipped any time.* * *General remarks about my appearance.*

/CONTENT ANALYSIS SCHEME #22/

TACTIC ANALYSIS: CODING RECORD

Purpose: This is an exploratory scheme, an attempt to apply a tactical (or behaviorial control) analysis to the diverse and complex time line articulations of focal situations as well as to respondent reports of how they found out things they needed to know (or would find out things for resolution of hypothethical situations). In all instances of its application, then, this scheme attempts to describe how the respondent would behave as he moved through a situation. The scheme is organized around five categories of tactics designed to describe fundamental controlling behaviors.[a] The scheme is an attempt to go beyond simply studying the acquisition of information to the creation of information as well. The basic premise is that each individual must create his own order, his own sense as he moves through life situations. The scheme divides time line behaviors into five major categories:

POINTING/DIRECTING. Here the respondent is directing his own behavior either in terms of what we typically think of a behaving (e.g. I went downtown) as well as in terms of cognitive behavior (e.g. I made a decision or I compared two things or I suddenly understood what he meant). The use of the term "pointing" suggests that the respondent is pointed in a direction.

CONNECTING TO SOURCES. Here the respondent is connecting with another human entity (either an individual or an institution). The act of connecting is purposely separated from what we typically think of as the "reasons"for connecting. Thus, if a respondent said "I called the library to get information on building kilns," this response would be divided into two tactics: I called the library/to get information on building kilns. The first tactic would be called a "connecting" tactic. The second would be a "pointing/directing" tactic.

STOPPING. Here the respondent is stopped or blocked (either because he has stopped himself, or because he has been stopped). Again, using the notion of a respondent moving through his situation on a time line, it is helpful to think of stopping as a behavior that occurs when for some reason the respondent can not keep moving in a straight path.

CONTINUING/AGREEING/GIVING IN. Here the respondent is basically already pointed in a direction (by himself or by someone else) and continues on in that direction.

REPEATING. Here the respondent repeats something, does it over again. The repetition can apply to any of the behaviors above but the important aspect is that from the respondent's point of view the respondent is repeating something.

In the scheme, the five general categories of tactics are divided into two situation types, depending on how the respondent presented his articulation:

RESPONDENT AS ACTOR. Here the respondent presents himself as the one who was doing the pointing, connecting, stopping, continuing, or repeating.

RESPONDENT AS RECIPIENT. Here the respondent presents himself as the recipient of an other's pointing, connecting, stopping, continuing, repeating. It is important to note here that the respondent is behaving but presents himself as behaving in a reacting way.

Three additional categories of tactics were incorporated to accommodate special situations which did not fit easily into the categories described above. Essentially the categories described above all assume that the respondent is focusing mostly on self. Some respondents, however, talked of situations in which they were essentially players in someone else's time line. These categories accommodate the tactics used in such situations that could not be clearly coded elsewhere:

RESPONDENT AS PROVIDER FOR OTHER: Here the respondent is explicitly providing something (or imposing something) on an other.

RESPONDENT AS RESOURCE FOR OTHER: Here the respondent is being requested to provide something by an other.

RESPONDENT AS OBSERVER: Here the respondent's behavior (or report of other behavior) falls into none of the other categories.

Applications:

A. TIME LINE ARTICULATIONS. See content analysis scheme #19 for a description of how respondent time line responses were divided into units called "time line steps." The resulting list of the step-by-step events that occurred in the respondent's focal situation was analyzed using this scheme.

Unit of analysis: Each of the coder-determined time line steps, up to a maximum of 18, was content analyzed.

B. TACTICS FOR FINDING THINGS OUT. Each respondent was asked if "he tried to find out things...or, learn things...or, come to understand things" as he moved through his focal situation. For each "thing," the respondent was asked: "How did you go about trying to find this out...or, learn about it...or, understand it?" See Qs 12 and 13 in the questionnaire for actual formatting. The tactic analysis was used to content analyze respondent reports of how they tried to find things out.

Unit of analysis: A maximum of four different "things" were coded per respondent with a maximum of two different tactics (depths) per "thing." Each of these depths was analyzed.

C. TACTICS FOR DEALING WITH HYPOTHETHICAL SITUATIONS. Respondents were exposed to a series of four hypothethical situations (see Qs 33-40 in the questionnaire) in which they were asked two questions designed to elicit a report from the respondents on how they thought they might deal with these situations. The questions that generated tactical answers were:

* What steps would you go through in order to...get this understanding/make this decision/deal with this obstacle/deal with this worry?

- Is there anything in particular that you would try to find out or understand that would help you? If yes: How would you go about finding this out...or understanding this? (Note: the "how" question was designed to elicit tactical answers).

Unit of analysis: Respondent answers to the two questions above had high redundancy between them. For this reason, all different tactical answers were picked up for a given respondent in order of articulation moving from the first to the second question but making no distinction between questions. A maximum of four tactics was coded per hypothethical situation.

Special instructions and comments:

On Application A

* Coders were instructed to utilize both the code definitions as well as the example responses in applying the scheme. Thus, coding was a process of fitting a given response to its best match in the scheme both conceptually and operationally.

* Coders started by first making a judgment for each time line step on who was the actor -- the respondent? an other? Then coders began the judging process on finer distinctions.

* Coders worked in pairs on the application of the scheme to the time line (application A). These responses, then, were coded by two coders with a third coder added when the two coders could not agree. In addition, the standard interjudge reliability checks were still completed using a different set of coders.

* If a tactic seemed codeable in more than one place in the scheme, the coders first looked for a more abstract code that would encompass both aspects of the more concrete codes. This problem was relatively rare as the process of dividing the time line into coder-determined steps eliminated most such double-tactic time line steps. Whenever a resolution to conflicting codes for a time line step was not found by the above rules, coders were instructed to code in articulation order. In this way, a given time line step was pick up only in part (i.e. that part which yielded the first clear code).

On Application B

- Rules developed for application A were applied to application B.
- Application was easier in some respects because the diversity of respondent answers was greatly reduced.
- On the other hand, in answering the information-seeking questions, some respondents confounded "what" answers with "how" answers. Coders were instructed to code the "how" aspects of the answers as best they could. The "what" aspects were picked up by content analysis scheme #25.

On Application C

- * Rules developed in application A were applied here.

- * A portion of respondent answers to hypothethical situations were conditional (e.g. If that didn't work, I'd...). These conditional answers were coded as "R needing...." not as "R finding" or "R getting."

Six sample time lines:

Time line steps	Code	Interpretation
1 - *Identified need for electrical capability*	007	R needing service/resource
2 - *Talked to father-in-law*	020	R contacting informal source
3 - *who recommended contractor*	106	R receiving suggestion for contact
4 - *Contractor recommended firm*	106	R receiving suggestion for contact
5 - *Contacted firm*	021	R contacting formal source
6 - *Firm came*	111	R being connected formal source
7 - *and made estimates*	105	R receiving service/resource
8 - *Work was completed*	105	R receiving service/ resource
9 - *Bill was paid*	021	R contacting formal source
10 - *Work was done satisfactorily*	064	R agreeing/liking non-living entity
1 - *Your read about it in paper everyday*	023	R contacting media
2 - *That someone is being attacked*	222	R makes observation two entities
3 - *There's no particular thing*	142	Things just blend (repeating)
4 - *The publicity about crime upsets you*	124	R being stopped by fear situations
5 - *I've been afraid to go out of the house*	124	R being stopped by fear situations
6 - *You restrict your activities*	040	R stopping self
7 - *You don't get exposed*	040	R stopping self
8 - *That's all. What else can you do?*	047	R sees no possible moves
1 - *Going to the X company*	021	R contacting formal source
2 - *Decided it was yuk place to work*	045	R disliking/disagreeing (stopping)
3 - *Reading children's literature*	023	R contacting media
4 - *Enjoying it*	064	R agreeing/liking non-living entity
5 - *Going to the Y library*	022	R contacting formal source (library)
6 - *Looking for jobs in Z library*	007	R needing resource/service
7 - *Found a few job openings*	011	R finding resource/service
8 - *Started a resume*	001	R directing own behavior
9 - *Asked some people for references*	020	R contacting informal source(s)
10 - *Put off writing resume*	043	R procrastinating

Time line steps	Code	Interpretation
1 - I was walking downtown one day	000	R doing something generally
2 - Met this man	020	R contacting informal source
3 - He said: "Do you know? Your boyfriend has been stabbed in the stomach?"	102	R receiving upsetting news
4 - Called homicide in X.	021	R contacting formal source
5 - He said he would call back.	111	R being connected formal source
6 - I was gone	127	R being disconnected
7 - when he called	111	R being connected formal source
8 - I never heard any more about it	127	R being disconnected
9 - They may send me a letter	027	R needing formal source
10 - I was trying to forget	001	R directing own behavior
11 - I watch TV	023	R contacting media
12 - I go to see friends	020	R contacting informal sources
13 - Another friend calls me	110	R being connected informal source
14 - Then I try to forget	001	R directing own behavior
1 - Mother died	127	R getting disconnected
2 - Brother came to live with us	110	R being connected informal source
3 - Father left	127	R getting disconnected
4 - Requested guardianship papers from father	007	R needing service/resource
5 - Contacted our lawyer	021	R contacting formal source
6 - Got letter from father's lawyer	111	R being connected formal source
1 - On prior occasions I was told that possessions could be shipped at any time	104	R receiving info specified
2 - Being sent to 5 different officers at customs	106	R receiving suggestion for contact
3 - Spoke to immigration	021	R contacting formal source
4 - Referrred to customs	106	R receiving suggestion for contact
5 - Still not sure I got right info on shipping possessions to different country prior to having marriage license	006	R needing info specified

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[a] Impetus for this scheme comes in good part from the work of Richard Carter on possible foci for behavioral control. He posits eight fundamental aspects of behavior: attending, connecting, stopping, pointing, questioning, agreeing, repeating, and defining. The first seven are mentioned in a footnote to: Richard Carter, "All Manner of Soft Collisions." Article prepared for the Journal of the History Division, Association for Education in Journalism, June 1975 (unpublished). The eighth (defining) was recently added to the list (personal communication, December 1975).

/CONTENT ANALYSIS SCHEME #22/

TACTICS ANALYSIS

R AS ACTOR: POINTING/DIRECTING

000	R generally doing something; being at a point (incidental context behaviors)	* *I was walking downtown one day* * *We stopped at a bar* * *We stopped to play shuffleboard* * *I smoke more now* * *I was fat*
001	R directing own behavior (any purposive directed behavior by R not codeable elsewhere)	* *We played role games* * *I'm still on a diet* * *I'm exercising* * *I hit dog with mallet* * *I try to relax* * *I started work on resume* * *We tore down house* * *I moved (to another apartment)* * *I smile (when I see them)* * *If I jiggled valve....* * *I practiced....* * *I followed my own instincts*
002	R making an explicit comparison	* *I looked at all the options* * *We weighed the pros and cons* * *We compared alternatives*
003	R making a decision	* *We decided to buy a house* * *I came to a decision* * *We recognized we had to do something.* * *I finally made a choice*
004	R needing a direction/point	* *I need to know what to do* * *I asked what to do* * *I didn't know what to do*

NOTE possible conflict with 047. If "nothing can be done" (i.e. "no moves"), code 047.

R AS ACTOR: POINTING/DIRECTING

005	R needing information on an unspecified direction/point (a non-fulfilled info state) USE ONLY when the object of the info is unspecified. Otherwise, use 006.	* *I'd get the facts* * *I went to make observations* * *I'd go see for myself* * *I'd ask for clarification* * *I asked for information (unspecified)*
006	R needing information on a specified direction/point	* *I'd find out where dog is* * *I needed to know property values* * *I'd find out how she felt* * *I'd determine car prices* * *I'm not sure shipping info is right* * *I need to know how to reach welfare*
007	R needing a service/resources non-person NOTE: I started to find help = 024.	* *I need money* * *I applied for a job* * *I asked for emergency funds* * *I wrote for references* * *I need welfare* * *I asked for guardianship papers*
008	R finding direction/point R getting out of confusion USE ONLY when R explicitly "finds" or "gets"	* *I found out what to do* * *I got unconfused*
009	R finding information on an unspecified direction/point (without a mediary) USE ONLY when R explicitly "finds" or "gets"	* *I got the information I needed*
010	R finding information on a designated direction/point (without a mediary) USE ONLY when R explicitly "finds" or "gets"	* *I find out whose dog it was* * *I found out when the bus left* * *I determined how she felt* * *I learned how to make it* * *I found out why it happened* * *I came to understand it* * *I learned the source of trouble*

R AS ACTOR: POINTING/DIRECTING

011	R getting/finding service/resources (without a mediary) USE ONLY when R acquires. If R "receives", code 105.	* *I got some money* * *I got a new apartment* * *I found a job* * *I bought a car* * *I got some housekeeping help*
019	Other R POINTING/DIRECTING not codeable above	

R AS ACTOR: CONNECTING TO SOURCES

020	R contacting an INFORMAL SOURCE -- personal, friend, family, peer, co-worker	* *I go to see friends* * *I met this man* * *I called my husband* * *I contacted a co-worker* * *I spoke to my boss* * *I have a niece* * *I have a contact (unspecified)*
021	R contacting a FORMAL SOURCE -- agency, professional, institutional, formal, bureaucratic IF CONFLICT 020 vs. 021, code 020 CODE LIBRARY, 022	* *I called the church* * *I called agencies* * *We went to dentist* * *I called channel 5 (as agency)* * *I called a lawyer* * *I called my welfare worker*
022	R contacting a LIBRARY	* *I called the library* * *I went to library*
023	R contacting a MEDIA SOURCE (radio, TV, newspapers, magazines, books)	* *I read the manual* * *I saw it on television* * *You read about it in newspapers* * *I read a book on the subject* * *I heard it on radio*
024	R needing/planning a contact with an UNSPECIFIED SOURCE	* *I need someone to help* * *I started to find help* * *I need to know who to call* * *I'd find an expert (unspecified)*
025	R needing/planning contact with INFORMAL SOURCE CODE here only when contact is in source relationship. IF just for human contact, code 026.	* *I would call my husband.* * *I planned to contact friend.* * *I'd speak to my boss.* * *I would call a friend.*
026	R needing/requesting/planning contact with INFORMAL SOURCES for human contact	* *I want to get married* * *I want him to notice me* * *I plan to get some friends*

R AS ACTOR: CONNECTING TO SOURCES

027	R needing/requesting/planning contact with FORMAL SOURCE -- agency, professional, institutional, formal, bureaucratic IF CONFLICT, 025 vs 027, code 025 IF LIBRARY, code 028	* *I need a heart specialist* * *I'd call a lawyer* * *I asked for good lawyer* * *I need to reach welfare*
028	R needing/requesting/planning contact with LIBRARY	* *I need to go to library* * *I need to contact librarian*
029	R needing/planning/requesting contact with MEDIA SOURCE -- radio, TV, newspapers, magazines, books	* *Why don't newspapers have info on it?* * *I'd look at TV* * *I plan to watch the news* * *I'd get a book on subject* * *I'd read the manual* * *I'd call Call-for-Action*
039	Other R CONTACT WITH SOURCES not codeable above	* *I relied on God* * *I prayed* * *I used ethics*

R AS ACTOR: STOPPING

040	R stopping self/prohibiting self/ restricting self	* *You restrict your activities* * *I don't go out anymore* * *You don't get exposed*
041	R disconnecting from anyone/anything IF STOPPING/PROHIBITING/RESTRICTING OTHER (e.g. I stopped payment on check, I fired him), code 204.	* *I walked out* * *I got rid of my house* * *We don't see each other much* * *I avoid him* * *I ignore him* * *We avoid each other*
042	R stopping specifically to evaluate or think	* *I stopped to think* * *I spent time evaluating the event* * *I tried to find out what made me nervous* * *I analyzed myself*
043	R procrastinating/putting something off	* *I put off writing my resume* * *I procrastinated* * *I delayed*
044	R disliking/disagreeing with human entity or collectivities If R fears people (e.g. criminals), code 124 If R DISAGREES WITH SELF, code 049	* *I didn't agree with him* * *We argued* * *He's no good* * *He upsets me* * *He annoys me* * *I fought him tooth and nail* * *I wanted revenge against him.*
045	R disliking non-human entity IF R fears things, situations (e.g. crimes), code 124	* *It was really yuk* * *I didn't like it* * *It annoyed me* * *I disagree with the news report*
046	R needing a stop/a disconnection	* *I wanted her to leave* * *I couldn't take it anymore* * *I try to forget* * *I need time to think* * *I asked for time to think* * *I'd evaluate the situation*

R AS ACTOR: STOPPING

047	R sees no possible moves/no resolution SAVE FOR DEAD-END STOPS. If temporary "don't know", code 004. If toleration, learning to live with, code 060.	* *What else can you do?* * *I don't know what to do.* * *I'd give up.* * *Nothing can be done.* * *There's no way to find out.*
048	R sees too many moves/too many options	* *I couldn't choose.* * *I didn't know which one to do.*
049	R disliking/disagreeing with self	* *I don't trust my own judgment.* * *I didn't like what I did.* * *I could have done better.*
059	Other R STOPPING not codeable above	

R AS ACTOR: CONTINUING/AGREEING/GIVING IN

060	R continuing NOTE POSSIBLE CONFLICT 047. If a dead-end stop, code 047.	* *I'd learn to live with it* * *First I tolerated the work* * *I'd continue with what I was doing* * *I did it anyway* * *I'd tolerate the situation* * *I put up with it for a while*
061	R agreeing with/liking self	* *I was proud of myself* * *I trusted my own judgment*
062	R needing agreement with self	* *I need to know if someone agrees with me* * *I'd want to have someone agree*
063	R agreeing with/liking living entity	* *He's a good lawyer* * *I trust his judgment* * *We agreed with him* * *I like him* * *He pleases me*
064	R agreeing with/liking non-living entity	* *I liked that car* * *I like babysitting for relatives* * *I agree with the news report* * *I liked what happened*
065	R seeing a resolution or partial resolution or progress toward a resolution	* *It was resolved much later* * *The end came out satisfactorily* * *Everything ended up O.K.* * *It is getting better*
066	R acquiescing/giving in	* *I did it his way* * *I gave in to his wishes*
069	Other R CONTINUING/AGREEING /GIVING IN NOT codeable above	

R AS ACTOR: REPEATING

070	R doing something over again RESERVE FOR EXPLICIT REPEATING; R AWARE OF REPEATING	* *I made many more phone calls* * *I repeated what I said* * *I read the manual again*
071	R wanting/requesting/needing repeat RESERVE FOR EXPLICIT REPEAT	* *I'd read the manual again* * *I asked for a repeat* * *I'd want to try again*
079	Other R REPEATING not codeable above	

R AS RECIPIENT: POINTING/DIRECTING

100	R being directed by other	* *I was trained by supervisor* * *I got note that said "be careful"* * *She told me what to do* * *TV news tells me to stay home* * *She orders me around* * *He suggested I be careful*
101	R's direction implemented by another R NOT IN ACTION	* *The student went to center (for me)* * *Husband did work I wanted done* * *Student gave needy student glasses for me*
102	R receiving upsetting personal news, information from another	* *I was told my boyfriend was stabbed* * *He told me my dog was run over*
103	R receiving information on a UNSPECIFIED direction/point from other	* *He gave me information* * *I was told the facts* * *He made observations for me* * *The situation was clarified*
104	R receiving information on a SPECIFIED direction/point from other IF CONFLICT WITH 100, RESERVE 100 FOR ORDERS: 104 FOR INFORMATION	* *I was told how to ship things* * *He told me interest rates* * *He explained what happened* * *She said she had glasses*
105	R receiving a service/resource from other IF BAD OR INCOMPLETE SERVICE, code 122	* *Firm made estimate* * *She was willing to help* * *She gave me money* * *They gave me job* * *Vet took care of my dog* * *He reviewed my papers* * *He got the check for me* * *She did decent job at first* * *He fixed toilet*

R AS RECIPIENT: POINTING/DIRECTING

106	R receiving a suggestion for a connection to a source	* *She suggested I call United Way* * *She referred me to an agency* * *He gave me list of agencies*
107	R having a connection to a source implemented for him	* *They contacted my husband for me* * *They called welfare for me* * *They sent someone out to help*
109	OTHER RECIPIENT/POINTING/DIRECTING not codeable above	

R AS RECIPIENT: CONNECTION FROM SOURCES

110	R being connected with GENERALLY BY INFORMAL SOURCES -- personal, family, peer, friend, co-worker THE OTHER IS DIRECTING	* *Brother came to live with us* * *A friend called me* * *Boss called me in*
111	R being connected with GENERALLY BY FORMAL SOURCE -- agency, professional, institutional, service person, formal, bureaucratic, sales people IF LIBRARY, code here. IF MEDIA, return to 023.	* *Police knocked on door* * *IRS called* * *Welfare department called me* * *Got letter from father's lawyer*
112	R being connected with NEGATIVELY BY INFORMAL SOURCES -- personal, family, peer, friend, co-worker IF NOT CLEARLY NEGATIVE, code 110. IF CONFLICT WITH BEING STOPPED, code there: 120 - 129 USE THIS CODE AS LAST RESORT	* *She was too sweet to me* * *Friends criticize my weight*
113	R being connected with NEGATIVELY BY FORMAL SOURCE -- agency, professional, institutional, service person, formal, bureaucratic, sales people IF NOT CLEARLY NEGATIVE, code 110 IF CONFLICT WITH BEING STOPPED, code there: 120 - 129. USE THIS CODE AS LAST RESORT	* *Nosy caseworker arrived*

R AS RECIPIENT: CONNECTION FROM SOURCES

114	R being connected with GENERALLY or NEGATIVELY by ANY OTHER SOURCE IF CONFLICT WITH BEING STOPPED, code there: 120 -129.	* *Someone contacted me*
115	R expecting contact from INFORMAL SOURCE (Control in hands other)	* *He may contact me* * *I'm waiting word from husband*
116	R expecting contact from FORMAL SOURCE (Control in hands other)	* *I expect police to write* * *IRS is planning to call me again*
117	R expecting contact from ANY OTHER SOURCE (Control in hands other)	* *Someone will call* * *God told me*
119	OTHER RECIPIENT: CONNECTION FROM SOURCES not codeable above	

R AS RECIPIENT: GETTING STOPPED/OBSTACLES TO MOVEMENT IMPOSED FROM OUTSIDE

120	R being stopped by malfunctioning of machine, technology	* *My car broke down* * *The shower broke* * *The shower leaks on rug*
121	R being stopped by malfunctioning of system, procedures of system	* *EPA sold us out* * *There's no planning when involving us in wars* * *Everything is run by seat of pants* * *There's no help available* * *Corruption is in government*
122	R being stopped and personally affected by specific incomplete or bad resource/service delivery or rip off IF R explicitly dislikes/ disagrees, code 044, 045.	* *They did as little as possible* * *Housekeeper did lousy job* * *They didn't finish the job* * *They left siding of house undone* * *They ripped me off*
123	R being stopped by medical/ physical impairment	* *My health failed* * *I couldn't do physical exercise*
124	R being stopped by fear or people or situations	* *Crime scares me* * *Publicity on crime upsets me* * *I'm afraid to go out at night*
125	R being stopped by feeling of powerlessness, staying in one place, treading water WATCH CONFLICT WITH 140. IF CONFLICT, code here	* *The situation is as old as I am* * *Nothing ever changes*

R AS RECIPIENT: GETTING STOPPED/OBSTACLES TO MOVEMENT IMPOSED FROM OUTSIDE

126	R being stopped by intrusion on self or property	* *She opens my mail* * *Police walked in with guns drawn* * *Dogs destroyed my garden* * *Police held us at gunpoint* * *My house was burglarized* * *He tried to stop me* * *Police searched us*
127	R getting disconnected from anyone/anything	* *He didn't want to get involved* * *The police backed off* * *They didn't call back* * *She refused my help* * *Never got my housekeeper back* * *Father left us* * *I was gone (when he called)* * *My check didn't arrive in the mail* * *Mother died* * *I got no results*
128	R being disliked/being disagreed with	* *He sees me as threat* * *He hates me* * *He didn't want me to do that* * *They disagreed*
129	Other R BEING STOPPED not codeable above	

R AS RECIPIENT: BEING AGREED WITH

130	R receiving agreement/liking from INFORMAL SOURCE - personal, friend, peer, family, co-worker	* *My mother agreed with me* * *My boss agreed* * *My daughter enjoyed the game (I suggested)*
131	R receiving agreement/liking from FORMAL SOURCE -- agency, professional, institutional, service person, bureaucratic	* *The agency encouraged me* * *They agreed with me* * *The lawyer agreed*
132	R receiving agreement/liking from UNSPECIFIED OTHER SOURCE	* *Someone agreed with me*
133	Other R BEING AGREED WITH not codeable above	

R AS RECIPIENT: BEING MADE TO REPEAT

140	Situation imposes repetition	* *It happens a lot* * *The police returned* * *He keeps throwing tantrums*
141	Someone imposes repetition on R	* *He made me do it again* * *They made me fill in forms again*
142	Things just blend together	* *There's no one thing to point to* * *Everything blends together*
143	Escalating negative repetition	* *It built up day by day* * *Things kept getting worse*
149	Other IMPOSED REPETITION not codeable above	

R AS PROVIDER FOR OTHER

200	R giving direction to other; explicitly directing other's behavior	* *I told him what to do* * *I asked him to mend fence (if direction)* * *I told him to buzz off*
201	R giving information to other	* *I explained situation to him* * *I helped him understand*
202	R giving service/resource to other	* *I loaned him money* * *I cleaned his house*
203	R making connection for other; R is mediary	* *I called doctor for him* * *I got the help he needed*
204	R stopping/prohibiting other	* *I stopped payment on the check* * *I held him at gunpoint* * *I stopped the game* * *I fired him*
209	OTHER R AS PROVIDER not codeable above	

R AS RESOURCE FOR OTHER

210	R being asked, questioned generally	* *He asked me questions*
211	R being asked for direction	* *He asked me what to do*
212	R being asked for information	* *He asked me to explain situation* * *They asked for information*
213	R being asked for resource/service	* *He asked for a loan* * *They wanted me to help* * *She wanted me to find glasses*
214	R being asked for connection to other	* *He asked for my friend* * *He wanted me to recommend lawyer* * *They asked how to reach agency* * *He wanted good book on subject*
215	R being asked for stopping	* *He asked me to stop check* * *He asked me to stop the man*
216	R being asked for agreement/liking	* *He wanted me to like him* * *He wanted me to agree with him*
217	OTHER R AS RESOURCE not codeable above	

R AS OBSERVER (USE ONLY IF NOT CODEABLE ELSEWHERE)

220	R making observations on the attributes or behavior of an observing entity Alone or in conjunction with one or more non-observing entities If R says: "I made observations," code here only if context doesn't allow other code.	* *He wore a shotgun* * *She was relieved* * *He broke arm* * *He was scared* * *She hates spinach*
221	R making observations on the attributes or movements of one or more non-observing entities Only if not codeable elsewhere	* *It was a big dog* * *My dog was next door* * *It's concurrent with many problems* * *It worked*
222	R making observations on the relationship between two or more observing entities (implied or actual)	* *They had to pull daughter's teeth* * *F threatened to call lawyer* * *Police asked friend if he knew who was doing robberies* * *Someone is always being attacked* * *She was scared of dentist* * *She wanted to be away from dentist* * *She was different from prior one*
229	ALL OTHER STEPS NOT CODEABLE ANYWHERE ELSE IN 000 - 222 CODES	

/CONTENT ANALYSIS SCHEME #22/

TACTICS ANALYSIS: CODING GUIDE

R AS ACTOR: POINTING/DIRECTING	R AS RECIPIENT: POINTING/DIRECTING
000 R doing something generally	100 R being directed by other
001 R directing own behavior	101 R's direction implemented by other
002 R making an explicit comparison	102 R receiving upsetting personal news
003 R making a decision	103 R receiving info unspecified
004 R needing direction/point	104 R receiving info specified
005 R needing info unspecified	105 R receiving service/resource (not bad)
006 R needing info specified	106 R receiving suggest. for cont. w/source
007 R needing service/resources	107 R having connection w/source implement.
008 R finding direction/point	
009 R finding info unspecified	
010 R finding info specified	
011 R getting service/resource	
019 OTHER	109 OTHER
R AS ACTOR: CONNECTING TO SOURCES	**R AS RECIPIENT: CONNECTION FROM SOURCES**
020 R contacting INFORMAL SOURCE	110 R being connected with INFORMAL sources
021 R contacting FORMAL SOURCE	111 R being connected w/FORMAL sources
022 R contacting LIBRARY	112 R being connected NEGATIVELY INFORMAL
023 R contacting MEDIA	113 R being connected NEGATIVELY FORMAL
024 R needing UNSPECIFIED SOURCE	114 R being connected OTHER SOURCES
025 R needing INFORMAL SOURCE	115 R expecting contact from INFORMAL
026 R needing HUMAN CONTACT	116 R expecting contact from FORMAL
027 R needing FORMAL SOURCE	117 R expecting contact from OTHER
028 R needing LIBRARY	
029 R needing MEDIA	
039 OTHER	119 OTHER
R AS ACTOR: STOPPING	**R AS RECIPIENT: GETTING STOPPED**
040 R stopping self	120 R stopped by malfunctioning machines
041 R disconnecting	121 R stopped by malfunctioning system
042 R stopping to think	122 R stopped by incompl/bad serv/resource
043 R procrastinating	123 R stopped by medical/physical impair.
044 R disliking/disagree living entity	124 R stopped by fear sit. or people
045 R disliking/disagree non-living entity	125 R stopped by feeling powerlessness
046 R needing a stop/disconnection	126 R stopped by intrusion
047 R sees no possible moves/no resolution	127 R getting disconnected
048 R sees too many moves	128 R being disliked/disagreed with
049 R disliking/disagree with self	
059 OTHER	129 OTHER

R AS ACTOR: CONTINUING/AGREEING/GIVING IN

060 R continuing
061 R agreeing/liking self
062 R needing agreement
063 R agreeing/liking living entity
064 R agreeing/liking non-living entity
065 R seeing resolution or progress
066 R acquiescing /giving in
069 OTHER

R AS RECIPIENT: BEING AGREED WITH

130 R receiving agreement/liking INFORMAL
131 R receiving agreement/liking FORMAL
132 R receving agreement/liking OTHER

139 OTHER

R AS ACTOR: REPEATING

070 R doing something over again
071 R wanting repeat

079 OTHER

R AS RECIPIENT: BEING MADE TO REPEAT

140 Situation imposes repetition
141 Someone imposes repetition on R
142 Things just blend together
143 Escalating negative repetition
149 OTHER

R AS PROVIDER FOR OTHER

200 R giving direction to other
201 R giving info to other
202 R giving service/resource to other
203 R making connection for other
204 R stopping/prohibiting other

209 OTHER

R AS RESOURCE FOR OTHER

210 R being asked, questioned general
211 R being asked for direction
212 R being asked for information
213 R being asked for resource/service
214 R being asked for connection
215 R being asked for stopping
216 R being asked for agreement/liking
219 OTHER

R AS OBSERVER: ONLY IF NOT CODEABLE 000 - 219

220 R makes observations on attributes/behavior of an observing entity
221 R makes observations on attributes/movements of one or more non-observing entities
222 R makes observations on relationship between two or more observing
229 ALL OTHER TIME LINE STEPS NOT CODEABLE IN 000 - 222

/CONTENT ANALYSIS SCHEME #23/

LOCATION OF ENTITIES ON TIME LINE: CODING RECORD

Purpose: To identify the location of observing entities (other than respondent) on respondent time lines.

Application: This scheme was applied by matching respondent answers to Q11 to respondent answers to Qs 6, 7, and 8. The Q11 answers dealt with identification of "other entities involved." The Q6, 7, 8 answers detailed the step-by-step events that occurred in the situation (i.e. the time line).

> Unit of analysis: See CA scheme #13 for a description of how a maximum of four entities were designated for analysis for each respondent's focal situation. This scheme (#23) was applied to each of these entities, up to a maximum of four.

Special instructions:

* For each E designated, coders went through the time line looking for the first time line step at which the entity entered.

The scheme:

00 = entity never mentioned on time line
01 = entity entered on TL step 01
.
.
.
18 = entity entered on TL step 18

An example:

The time line	Entities	Code
1 - Mother died		
2 - Brother came to live with us	E1: Mother	01
3 - Father left	E2: Brother	02
4 - We requested guardianship	E3: Father	03
5 - Contacted our lawyer	E4: Our lawyer	05
6 - Got letter father's lawyer		

/CONTENT ANALYSIS SCHEME #24/

NUMBER OF THINGS TRIED TO FIND OUT: CODING RECORD

Purpose: To count, for the focal situation, the number of things the respondent tried to find out, learn, or come to understand (i.e. the quantity of the respondent's information-seeking) and to prepare for the analysis of the nature of the respondent's information-seeking.

Application: This scheme was applied to the respondent's total answer to Q12 (see questionnaire) which asked if there were any "things" the respondent tried to find out ... or, learn ... or, come to understand.

Unit of analysis: The total answer to Q12 yielded a one-column variable ranging from 0 (no things) to 8 (8 or more things).

Special instructions:

* Most respondents gave "what" answers to this question. A small number, however, gave "how" answers (e.g. I read the mass media). These responses were not deleted. They were translated into "what" answers (e.g. what the mass media said).

* Responses that indicated that the respondent tried to find nothing (e.g. "Nothing can be learned"; "No need to know anything") were eliminated.

* If a respondent gave both a "nothing" answer and a substantive answer, the "nothing" answer was ignored.

* After these deletions, the coder went down the list of "things" named in articulation order delineating one thing from another.

* The number of "things" was then counted.

* The first four "things" in articulation order were labelled as T1, T2, T3, and T4 in preparation for the application of CA scheme #25.

/CONTENT ANALYSIS SCHEME #25/

THINGS R TRIED TO FIND OUT: CODING RECORD

Purpose: The general intent of this scheme is to code the nature of the things the respondent wanted to find out, the questions the respondent wanted to ask, the understandings the respondent wanted tc attain, the things the respondent wanted to learn. While the scheme might be generally described as a scheme tapping the "kinds of information" respondents sought, the scheme's purpose is broader than what would be the traditional interpretation of "kinds of information." The information here is whatever the respondent defines it as. The respondent's "information" may or may not have a connection to what is typically called "objective" information by formal information systems.[a]

Applications: The scheme was applied three times as a means of codifying respondent verbal answers to these questions:

A. THINGS RESPONDENT TRIED TO FIND OUT IN FOCAL SITUATION

Q12. "In dealing with situations, many people try to find out things...or, learn things...or, come to understand things that they feel will help them. I'd like you to think back over this situation (as it has occured so far) and try to recall all the things you tried (have tried) to find out...or, learn...or, come to understand. What were these things?"

Unit of analysis: The respondent's answer to Q12 was divided into different "things" per CONTENT ANALYSIS SCHEME #24. Each of these "things" up to a maximum of 4 was coded.

B. QUESTIONS R WOULD ASK OF AN EXPERT ON FOCAL SITUATION

Q29. "Now, I'd like to ask a few questions about how you think an expert might help you in this situation. Imagine for a moment that there is such an expert on this situation -- someone who could answer all your questions. If you were talking to such an expert, what questions would you want the expert to answer?"

Unit of analysis: The respondent's answer to Q29 was divided into different "questions" per the rules of CONTENT ANALYSIS SCHEME #24. Each of these "questions" up to a maximum of 4 was coded.

C. THINGS R WOULD TRY TO FIND OUT IN HYPOTHETICAL SITUATIONS

Q34, 36, 38, 40. For the hypothetical situations, respondents were asked: "Is there anything in particular that you would try to find out or understand that would help you...(deal with this obstacle/get this understanding/ deal with this worry/make this decision?

Unit of analysis: Respondent answers to each of the hypothetical questions were counted per the rules of CONTENT ANALYSIS SCHEME #24. Each of the "things" per question up to a maximum of 2 was coded.

Special instructions and comments:

On Application A

* While Q12 was a "what" question (e.g. "what did you try to find out?") and most respondents answered in "what" terms, some "how" answers crept in. Such "how" answers were more properly analyzed with CONTENT ANALYSIS SCHEME #22 (Tactic Analysis). However, the frequency of these "how" answers in this context was low making an application of two lengthy schemes costly in terms of pay-off. For this reason, these "how" answers are forced into a "what" framework. For example: "Talked to a friend" was rephrased as "What did a friend say?" Estimated frequency of such changes is under 3%.

* All answers were coded in the order of articulation. Few respondents had more than four "things." For those that did, the last articulated things dropped out of the coding.

* A substantial proportion (roughly 10%) of respondent answers were not stated in question form. A standard rule was applied. All answers were re-formulated as questions. For example: "Facilities to accomodate spills are inadequate" was rephrased to "Are facilities to accomodate spills adequate?"

* All scheme code values applied to articulations by respondents were put in the past, present, or future verb tenses with the exceptions of code 23 (future tense only) and code 30 (past tense only).

On Application B

* Q29 had the same problem of respondents answering a "what" question with a "how" answer (e.g. I'd call the mass media). For this scheme, any such purely tactical answers were deleted prior to coding. The instance of such "how" answers was very low, lower than Q12.

* Other rules of application were essentially the same with minor exceptions.

On Application C

* The analogous items in the hypothetical situation section of the questionnaire most strained SCHEME #25. Here, respondents markedly confused "what" and "how" answers. However, for comparison purposes, CA SCHEME #25 was applied as developed for applications A and B.

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[a] Much of this scheme's development benefited from the work of Edelstein which focuses on the "uses" of communication and the work of Carter on how people formulate ideas. See: Alex Edelstein, The Uses of Communication in Decision-Making (New York: Praeger, 1974); Richard Carter, "Elementary Ideas of Systems Applied to Problem-Solution Strategies." Paper prepared for annual meeting of the Far West region of the Society for General Systems Research, San Jose, California, October 1975.

THINGS R TRIED TO FIND OUT: THE SCHEME

R NEEDS TO ASSESS THE SITUATION/SYSTEM

00	What resources are available? What services are available?	* *What people are ready to help?* * *Where to turn to get emergency funds?* * *What agency to go to?* * *What firm could do the job?* * *Where to get babysitter?*
01	Who are the decision makers?	* *Who the owner was?* * *Who is in charge?* * *Who can make that decision?* * *Who has the power in the system?*
02	What are the rules, laws?	* *What are the regulations?* * *What is the letter of the law?* * *What are the legal aspects?*
03	What is the structure or the hierarchy of the system?	* *Who is his superior?* * *What are the agency by-laws?* * *How does the agency work?*
04	Who else or what else is in the picture?	* *Who else is involved?* * *What else is involved?* * *Is someone behind the scenes?* * *Will someone else get trapped?*
05	What are the mandated responsibilities of agencies or people?	* *Will dealer pay for services?* * *What is a lawyer able to do?* * *What is public defender's role?*
06	What is my role?	* *How do I fit in all of this?* * *Should I really be here?* * *What role should I play?* * *Should I be in this situation?*

R NEEDS TO ASSESS THE SITUATION/SYSTEM

07	How well does the system work?	* *Will spill recovery be adequate?* * *Will criminals be prosecuted?* * *Does welfare really help people?* * *Why doesn't welfare work?* * *Are we prepared for supertanker accidents?*
08	What's the system/situation like generally? providing not codeable above	* *What's the nature of the system?* * *What's the nature of the problem?* * *What was going on?* * *What went wrong?* * *What will happen?* * *What will go wrong?* * *What did they do?*
09	Other assessing situation/system not codeable above AND not codeable elsewhere LAST RESORT CODE	

R NEEDS TO LEARN ABOUT AN OPTION, ALTERNATIVE OPTIONS, SOLUTIONS

10	What is an option? What are some options?	* *What can I do?* * *What should I do?* * *How can I develop willpower?* * *What are my options, alternatives?* * *What are the job possibilities?* * *What type of electrical work do we need?* * *What are some other diets?*
11	What are BETTER options? What is a BETTER option?	* *Should I have called a lawyer?* * *What are some better exercises?* * *How could I do it better?* * *What are better ways to maintain willpower?*
12	What is the BEST option? What option will work?	* *What is the best way to fix it?* * *What is the best solution?* * *What is the one right answer?* * *Will this option work?* * *What will solve this situation?*
13	How do two or more options compare? If "BEST," code 12. If COST, code 15.	* *What are the merits of old versus new cars?* * *Which TV set will last longest?*
14	What does an option cost?	* *How much does it cost?* * *Will I be able to afford it?*
15	How do two or more options compare on cost?	* *What is price comparison of the two cars?* * *Which would give me more for my money?* * *Comparative cost of overhauling both cars?*

R NEEDS TO LEARN ABOUT AN OPTION, ALTERNATIVE OPTIONS, SOLUTIONS

16	What are my priorities?	* *What's most important to me?* * *Could I have modified my objectives?* * *What were my priorities?*
17	What other ways could I think about this?	* *Is there a better perspective?* * *What's another point of view?* * *Is there another way to look at this?*
18	What alternatives are just right for me?	* *What is available that I can handle?* * *What options fit me?*
19	Other options not codeable above	

R NEEDS TO LOCATE SELF, SITUATION, OTHERS IN TIME AND SPACE

20	When should I do things? (Placing own behavior on time line)When did I do things?	* *Which one should I do first?* * *When should I have done it?* * *What would be best time for me to do it?* * *When did I do it?*
21	When can I do things vis-a-vis others? When did I do things vis-a-vis others?	* *When could I get an appointment?* * *When will my parents be free for me to visit?* * *When did I meet him?*
22	When did (should/will) others do things? Note: control of timing in hands of others.	* *When will the policeman call me back?* * *When should he call?* * *When did he quit school?* * *When did it happen?* * *When can I have my car back?*
23	Will the situation be resolved? Use for FUTURE only.	* *Will this situation ever resolve itself?* * *Will I find a solution?* * *Will I get a job?*
24	If I do this, what will future be like? (consequences of actions)	* *What would complications be if I did that?* * *What were my obligations after I signed bond?* * *What would be my financial status after?* * *If this happens, what will happen next?*
25	If this happens, what will happen at the same time?	* *If I went to work, what would my husband do while I was gone?* * *What would babysitter do while babysitting?*

R NEEDS TO LOCATE SELF, SITUATION, OTHERS IN TIME AND SPACE

26	Where should I do things? (alone or vis-a-vis others) Where did I do things?	* *Where should I get married?* * *Where did I meet him?*
27	Where did (will) things happen (not self)? /NOT WHERE TO GET RESOURCES/	* *Where will he be?* * *Where is the meeting?* * *Where did my boyfriend get shot?* * *Where did it happen?*
28	What is the extent or the boundary of something?	* *How far did I have to go?* * *What is the extent of the problem?*
29	Other time/space not codeable above	

R NEEDS TO LEARN REASONS, CAUSES, UNDERLYING MOTIVES, HISTORY

39 Other reasons, causes, motives, history not codeable

R NEEDS TO TURN TO OTHERS FOR THEIR IDEAS, OPINIONS, AGREEMENT

40	Was I getting good information? If QUANTITY OF INFO, see 51	* *Did he tell me the truth?* * *Can I get expert information?* * *Will he level with me?*
41	Can I persuade others?	* *Can I talk her into it?* * *Will he be persuaded that he needs help?* * *Will others cooperate?*
42	Are others aware of situation?	* *Are other people aware?* * *Does anyone care?* * *Am I the only one who knows?*
43	Will someone just listen?	* *Will someone listen to my troubles?* * *Can I just talk it over with someone?*
44	Do others agree with me?	* *Does he think I'm doing right thing?* * *Will he agree with my decision?*
45	What do others think, want me to do? INFORMAL SOURCES (friend, family, peer, co-worker) /IF AMBIGUOUS SOURCE, code 45 /	* *What does he want me to do?* * *What are opinions of others?* * *What did he think about my friend?*
46	What do others think, want me to do? FORMAL SOURCES, (agency, service people)	* *What does caseworker want me to do?* * *What will the lawyer recommend?* * *What does nurse think?* * *What was said in public meeting?*

R NEEDS TO TURN TO OTHERS FOR THEIR IDEAS, OPINIONS, AGREEMENT

47	What do mass media say about this?	* *What do news magazines say?* * *What's on television about this?* * *What can you read on it?*
48	Will someone do it for me?	* *Will this expert do the work for me?* * *Will the caseworker take care of the problem for me?*
49	Other TURN TO OTHERS not codeable above	

R NEEDS PROCEDURES FOR IMPLEMENTING SOLUTION, DEALING WITH SITUATION

50	What is the best strategy? /If specific options, code 10 - 19/	* *What is a good overall plan of attack?* * *What is a good strategy for coping?*
51	What information can I get? If CONCERN FOR CREDIBILITY OF INFO, see 40	* *What are the true facts?* * *What are all the details?* * *Is there more evidence to get?* * *Do I have enough information?* * *Will police call back?*
52	What are the directions for implementing a solution?	* *How do you fill out this form?* * *How do you drive an automatic shift car?* * *How do you put this TV together?*
53	How do you negotiate a system?	* *How do you negotiate an insurance settlement?* * *How do you get to see the mayor?* * *How do you manipulate the welfare department?*
54	How do you balance things?	* *How do you take a moderate approach?* * *How do you get a balance between two extremes?*
55	What are the guiding principles? (morals)	* *What is the ethical thing to do?*
56	What are religious principles?	* *What would God say?* * *What does prayer say?* * *What is God's will?*

R NEEDS PROCEDURES FOR IMPLEMENTING SOLUTION, DEALING WITH SITUATION

57	How do you fight back?	* *How can I fight back?* * *How can I get revenge?*
58	What is the natural order of things?	* *What is the nature of things?* * *How should things be naturally?*
59	Other PROCEDURAL not codeable above	

THINGS R TRIED TO FIND OUT: CODING GUIDE

R NEEDS TO ASSESS THE SITUATION/SYSTEM

00 What resources are available? What services are available?
01 Who are the decision makers?
02 What are the rules, laws?
03 What is the structure or the hierarchy of the system?
04 Who else or what else is in the picture?
05 What are the mandated responsibilities of agencies or people?
06 What is my role?
07 How well does the system work?
08 What's the system/situation like generally?
09 Other

R NEEDS TO LEARN ABOUT OPTIONS, ALTERNATIVES, SOLUTION OPTIONS

10 What is an option? What are some options?
11 What are better options? What is a better option?
12 What is the best option? What option will work?
13 How do two or more options compare (other than on cost)?
14 What does an option cost?
15 How do two or more options cost?
16 What are my priorities?
17 What other ways could I think about this?
19 Other

R NEEDS TO LOCATE SELF, SITUATION, OTHERS IN TIME AND SPACE

20 When should I do things?
21 When can I do things vis-a-vis others?
22 When did others do things?
23 Will the situation be resolved?
24 If I do this, what will future be like? (consequences)
25 If this happens, what will happen at same time? (simultaneous)
26 Where should I do things?
27 Where did things happen?
28 What is the extent or the boundary of something?
29 Other

R NEEDS TO LEARN REASONS, CAUSES, UNDERLYING MOTIVES, HISTORY

30 What caused this situation? What led up to it? What are reasons for it?
31 What were their underlying motives, reasons?
32 What were my underlying motives, reasons?
33 What in my past serves as a guideline?
34 What in their past serves as a guideline?
39 Other

THINGS R TRIED TO FIND OUT: CODING GUIDE

R NEEDS TO TURN TO OTHERS FOR THEIR IDEAS, OPINIONS, AGREEMENT

40 Was I getting good information?
41 Can I persuade others?
42 Are others aware of situation?
43 Will someone just listen?
44 Do others agree with me?
45 What do others think, want me to do? (INFORMAL SOURCES)
46 What do others think, want me to do? (FORMAL SOURCES)
47 What do mass media say about this?
49 Other

R NEEDS PROCEDURES FOR IMPLEMENTING SOLUTION, DEALING WITH SITUATION

50 What is best strategy?
51 What information can I get?
52 What are the directions for implementing a solution?
53 How do you negotiate a system?
54 How do you balance things?
55 What are the guiding principles?
56 What are religious principles?
57 How do you fight back?
58 What is the natural order of things?
59 Other

/CONTENT ANALYSIS SCHEME #26/

NUMBER OF TACTICS USED TO FIND OUT "THINGS": CODING RECORD

Purpose: This scheme's two-fold purpose was to: a) count the number of different ways respondents tried to find out things in dealing with their focal situations; and b) prepare for further analyses of the tactics used by respondents for information-seeking.

Application: For each of the things identified in CA scheme #24 as T1, T2, T3 and T4, a count was made of the number of different tactics used for information seeking. This determination was made by reading the "how" answers to Q13 and counting the number of tactics named. In more than 90% of the cases, two or fewer tactics were used and these were clearly delineated one from the other.

> Unit of analysis: For each "thing" identified in CA scheme #24 each respondent's "how" answer to Q13 was given one code, ranging in value from 0 (no tactics used) to 8 (8 or more tactics used). After coding, the first two tactics for each "thing" were identified (in articulation order) as D1 and D2 in preparation for the application of CA scheme #22 to the tactics used.

Special Instructions:

- In those cases where respondent answers to "how" were not clearly delineated, coders divided the responses following the directions in CA scheme #19 outlining procedures for dividing time line steps.

- In those cases (very few) where respondents gave long rambling accounts which were essentially time line recapitulations, coders were instructed to delete all tactics except: a) those which were purposive information-seeking; and b) those which resulted in successful information acquisition. Note that "information" here is used broadly to refer to things tried to "find out ... learn ... or, come to understand."

FUNCTIONAL UNITS ANALYSIS: CODING RECORD

(HOW DID IT HELP? HOW WAS IT USEFUL? -- VERSION A)
(WHY DIDN'T IT HELP? WHY WASN'T IT USEFUL? -- VERSION B)

Purpose: This scheme is an exploratory attempt to tap the functional units of respondents in life-facing situations. In particular, the scheme focuses on the functional units of information-related behaviors (in the broadest sense: the functional units of information acquisition and use and information creation).

In general terms, functional units are the units which a system defines itself in terms of.[a] For a library, for example, a primary functional unit is the book or document. For a reporter, a primary unit is a story. For the user of a library or the mass media, however, salient functional units might be: resolutions, progress toward resolutions, knowing when to do something, idea, and so on.

Applications of this scheme were quite extensive in order to provide a richer picture. The scheme was used to analyze respondent descriptions of jow they were helped or why they were not helped by:

a) "things" they found out;

b) looking at their focal situations from different perspectives (e.g. up close or standing back);

c) using various tactics for dealing with situations.

In addition, the scheme was applied as a means of describing reasons why respondents found situations easy or hard to "get to the heart of." At any given point of application, the scheme was more complex than necessary. The across application use, however, was intended to make comparison and summation possible.

It should also be noted that CA scheme #27 is a "mirror-image" scheme. Version A applied to helpfulnesses/utilities. Version B applied to lack of helpfulness/utilities.

Applications:

A. For their focal situations, respondents were asked to recall (see Q13) the things they tried to "find out, learn, or come to understand." For each "thing" named, respondents were then asked if they succeeded in finding it out and, if so, whether it helped. Finally, respondents were asked: IF IT HELPED: How did it help? IF IT DID NOT HELP: Why didn't it help? It was these two last questions which elicited the responses analyzed with CA scheme #27.

Unit of analysis: A maximum of four "things" were analyzed per respondent, as determined by CA scheme #24. This content analysis scheme was applied once to "How did it help? Why didn't it help?" responses on each of these "things."

B. For their focal situations, respondents were asked in Q15 of the questionnaire: "In order to understand some situations, we have to step back from them...while others we have to get up close. Did (do) you see this situation as one where you had (have) to stand back...or, get up close...or, do both?" Regardless of how respondents answered, they were asked: "Was (is) this useful?" Finally, they were asked: "Why (why not?) The answers to this latter question were analyzed with CA scheme #27.

> Unit of analysis: Each respondent could receive a maximum of four codes in this application of CA scheme #27:
>
> a) if standing back useful, depth 1 code on why
> b) if standing back not useful, depth 1 code on why
> c) if up close useful, depth 1 code on why
> d) if up close not useful, depth 1 code on why

C. For their focal situations, respondents were also asked in Q17: "It's easier to get at the heart of some situations than it is for others. Was (is) this a situation that was (is) easy to get at the heart of...or hard?" Respondents were then asked: "What made (makes) it easy/hard to get at the heart of this situation?" The responses to this last question were content analyzed with CA scheme #27.

> Unit of analysis: Answers to the "easy" aspect were content analyzed using Version A of this scheme. Answers to the "hard" aspect were content analyzed using Version B. A depth 1 code was allowed for both an "easy" and a "hard" response as a sizeable number of respondents said "both."

D. For their focal situations, respondents were asked (in Q22) which of a series of 14 different situation-facing tactics they used. For each used tactic (e.g. Did you change you view of the situation? Did you complain to anyone?), respondents were asked: "Did it help?" Finally, respondents were asked: IF IT HELPED: "How did it help?" IF IT DID NOT HELP: "Why didn't it help?" The answers to the last two questions were analyzed with CA scheme #27.

> Unit of analysis: Either one "helping" or one "not helping" response was coded per respondent per tactic, depending on whether the tactic was considered helpful or not. Few respondents said "both." For those that did, only the "not helping" response was coded.

Special instructions and comments:

On Application A

* Limited card space meant that each "thing" a respondent named in the "things found out" question could be content analyzed only once on CA scheme #27. Most (more than 90%) of the respondents fit this requirement. The exceptions were handled like so:

a) If a respondent said a given "thing" both helped and did not help, the latter answer was coded.
b) If a respondent's answer was still codeable in more than one code location, coding was done in articulation order.

On Application B

* Multiple coding options were allowed for this scheme because a sizeable number of respondents said they saw their focal situations as one using both perspectives.

* Some respondents said they used both perspectives and then gave exactly the same reason for why each perspective was useful or not useful. Such cases of identical reasons were double coded.

* Some respondents said that a given perspective was both useful and not useful and then gave identifical reasons for each. Such cases were also double coded.

* If a given response exceeded the coding space, coding was done in articulation order.

On Application C

* A depth 1 code was allowed for both an "easy" response and a "hard" response because a sizeable number of respondents said both.

* Coding was done in articulation order. If a response had more than one "easy" (or more than one "hard") answer, the first recorded response was coded.

* The use of CA scheme #27 was most strained in this application. Many respondents gave functional unit answers. But many gave answers in terms of "barriers" they saw standing between them and achievement of their own units. For this reason, CA scheme #28 was developed.

On Application D

* Application on this set of data was straightforward.

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[a] For a discussion of "functional units," see Brenda Dervin, "Strategies for Dealing with the Information Needs of Urban Residents: Information or Communication? Journal of Broadcasting, Spring 1976 (in press). The application of this type of scheme to these responses was suggested by the work of two colleagues: Alex Edelstein, The Uses of Communication in Decision-Making (New York: Praeger, 1974); and Richard Carter et. al., "Application of Signaled Stopping Technique to Communication Research," in Peter Clarke, New Models for Mass Communications Research (Beverly Hills: Sage Annual Reviews of Communication Research, Vol. II, 1973),chapter 1.

FUNCTIONAL UNITS ANALYSIS: THE SCHEME

HOW DID IT HELP? HOW WAS IT USEFUL? (A)
WHY DIDN'T IT HELP? WHY WASN'T IT USEFUL? (B)

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT A RESOLUTION/MADE PROGRESS TOWARD A RESOLUTION	DID NOT GET RESOLUTION/MAKE PROGRESS TOWARD A RESOLUTION
00 Situation got resolved * *Situation got resolved.* * *Caseworker got my check.* * *I lost weight.* * *We reached a wanted agreement.*	00 Situation did not get resolved * *Didn't get a solution.* * *Still have to pay bill.* * *Nothing has changed.* * *Situation repeats itself.* * *Situation comes back.*
01 Pointed to a resolution Use for specific moves. See 10 for general answer. * *Told me who could help.* * *Told me who to hire.*	01 Did not get pointed to possible resolution Use for "Didn't get a specific move." See 10. * *Didn't find out who could help.* * *Didn't find out who to hire.*
02 Led to long-awaited action from someone * *They finally did something.* * *I finally got an answer.*	02 Did not lead to long-awaited action from someone * *They never did anything.* * *I never got a reply.*
03 Things changed for the better * *Made things easier.* * *Made things simpler.* * *Things are getting better.* * *See that a resolution is possible.* * *Understand things will get better.*	03 Things changed for the worse * *Things were aggravated.* * *Got bad news.* * *Pessimistic outlook.* * *Things got worse.* * *Things got more complex.*

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT A RESOLUTION/MADE PROGRESS TOWARD A RESOLUTION	DID NOT GET A RESOLUTION/MAKE PROGRESS TOWARD A RESOLUTION
04 Helped me make a decision If conflict with above codes, code here * *Helped me decide.* * *I made a hard decision.*	04 Led to bad decision If conflict with above codes, code here * *I did the wrong thing.* * *I made a bad decision.*
05 Helped me accept lack of resolution If understand why, see 26 * *Learning to live with situation.* * *Accepts things as they are.* * *Know that I will have to pay the bill.* * *Learning to live without perfection.*	05 Nothing can be done * *There's nothing I can do.* * *It's out of my control.* * *There are no options.* * *There are no alternatives.* * *Nothing works.*
09 Other GOT RESOLUTION/MADE PROGRESS not codeable above	09 Other DID NOT GET RESOLUTION/DID NOT MAKE PROGRESS TOWARD RESOLUTION

VERSION A: HELPED	VERSION B: DID NOT HELP
USEFUL IN PLANNING/DEVELOPING STRATEGY/ PACING/USING RESOURCES	DIDN'T GET PLAN/STRATEGY/TIMING NOT RIGHT/ LACK RESOURCES
10 Helped me understand what moves to make If told me specific move, see 01 * Understand now what to do. * Told me what to do. * Know what's possible. * So it can be dealt with concretely.	10 Didn't understand/know what moves to make If didn't get specific move, see 01 * *Didn't know what to do.* * *Didn't tell me what to do.*
11 Increased my options/led to better options * Led to better options. * Provided more options. * Know what moves I can make. * Take advantage of possibilities. * Helped me see how to handle situation better.	11 Led to non-useable options Except cost, time, see below * *The options weren't good ones.* * *I didn't like the options.* * *Alternatives not good for this situation.*
12 Helped me know when to do things. * Right days to do it. * What days to hire company. * How long to wait before doing it.	12 Didn't know when to do things * *Didn't know when to move.* * *Didn't know how long to wait.*
13 Helped me know how to do things * Told me how to get help. * Told me how to fix TV set. * Let me ask better questions.	13 Didn't know how to do things * *Didn't have directions.* * *Didn't know how to put together.* * *Didn't know what questions to ask.*
14 Helped me reduce options/eliminate alternatives * Found it it wasn't right thing to do. * Eliminate some possibilities.	14 Couldn't eliminate options * *Too many options.* * *Couldn't decide which to choose.*

VERSION A: HELPED	VERSION B: DID NOT HELP
USEFUL IN PLANNING/DEVELOPING STRATEGY/ PACING/USING RESOURCES	DIDN'T GET PLAN/STRATEGY/TIMING NOT RIGHT/ LACK RESOURCES
15 Let me predict/plan for future If "I can count on a resolution in future," code 00 * Told me what to expect. * Knew what I was getting into. * Knew what problems would come up. * Helpful in future. * I may need it someday.	15 Didn't help in planning/predicting future * *Didn't know what to expect.* * *Didn't know what I was getting into.* * *Didn't know what problems would come up.* * *Wouldn't help in future.* * *Could keep track of things.*
16 Helped me plan (no mention of future) * Let me plan. * Let me keep track of progress. * Helped me budget my expenses.	16 The time or place was wrong * *Wrong time to do it.* * *Not the right place.* * *Neither the time nor the place.*
17 Gave me more time * Delayed everything. * Gave me more time.	17 Lacked the time to do it If "unnecessary, a waste of time," see 51 * *I haven't got enough time for that.* * *Not enough hours in the day.*
18 Saved time and/or money * Saved me $500. * Took less time.	18 Lack the money to do it * *It costs too much.* * *We can't afford that.*
19 Other USEFUL IN PLANNING/DEVELOPING STRATEGY/PACING/USING RESOURCES not codeable above.	19 Other DIDN'T GET PLAN/STRATEGY/TIMING/ LACK RESOURCES not codeable above.

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT CLARIFICATION/UNDERSTANDING/ INFORMATION	DID NOT GET CLARIFICATION/UNDERSTANDING/ INFORMATION
20 Helped me understand what situation is like * Got to core of problem. * See situation better. * Made things clearer to me. * Understand the total process. * Can grasp the problem, details. * Know what's happening. * Gave me understanding/insight.	20 Didn't understand the situation * *The situation is too complex.* * *Can't get to core of problem.* * *Didn't help me understand what happened.* * *Couldn't get to details.*
21 Helped me get new/better/fresh view * Saw situation in different light. * Better outlook. * Broadened perspective. * Refreshed my mind. * Got better sense. * Fresh angle.	21 Don't get new/better/fresher perspective that way * *Doesn't refresh your mind.* * *Didn't get a better perspective.* * *Didn't get a better outlook.* * *Couldn't see situation in different light.*
22 Got insight into people * Understand more about people. * Understand him better. * Learned about kids.	22 Didn't get insight into people * *Don't understand him.* * *Don't understand people.* * *Didn't learn anything about people.*
23 Helped me clarify my goals * Straightened out what I want. * Made me re-order my goals.	23 Don't know own goals. * *I don't know what I want.* * *Didn't help me clarify my own goals.*

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT CLARIFICATION/UNDERSTANDING/ INFORMATION	DID NOT GET CLARIFICATION/UNDERSTANDING/ INFORMATION
24 Led to thinking * Organized input to make sense. * Let me think/evaluate. * Gave me something to think about. * Gave me ideas. * Should think before you do. * Thinking leads to insight.	24 Didn't help me think * *Didn't give me any ideas.* * *Didn't let me evaluate.* * *Doesn't give any insight.*
25 Got two sides of picture/more objective view * Got both sides of issue. * Got unbiased view. * Got objective view.	25 Didn't get both sides/objective view * *Can't get unbiased view.* * *Didn't give objective information.* * *All they do is lie, double talk.*
26 Explained reasons why things happen * Told me why things happen. * Explained why I can't get help. * Showed causes of situation.	26 Don't understand why things happen * *Didn't tell me the reasons why.* * *Gave no explanations of why.* * *Didn't tell me causes.* * *Didn't understand reasons for fear.*
27 Got expert input * Received expert advice/information. * Needed outside expertise. * Got the true facts from expert.	27 Didn't get expertise. * *They're not experts.* * *They don't know anything.* * *He doesn't have any expertise.* * *They don't have the info.*

90⁰.

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT CLARIFICATION/UNDERSTANDING/ INFORMATION	DID NOT GET CLARIFICATION/UNDERSTANDING/ INFORMATION
28 Got information (if not codeable elsewhere, including information on characteristics of helping system). * Learned what lawyer's responsibilities were. * Got answers to question. * Current information/facts. * Got a specific point of information. * Satisfied my curiosity.	28 Didn't get information (if not codeable elsewhere, including not getting information on helping system). * *Didn't find out what his responsibilities were.* * *Didn't get answers.* * *Didn't get current information.* * *Don't know all the facts.*
29 Other CLARIFICATION/UNDERSTANDING/ INFORMATION not codeable above.	29 Other CLARIFICATION/UNDERSTANDING/ INFORMATION not codeable above.

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT SUPPORT/REINFORCEMENT/ ENCOURAGEMENT	DIDN'T GET OR NEED SUPPORT/REINFORCEMENT/ ENCOURAGEMENT
30 Got motivated to continue * Not to forget it. * Meet it head on. * Press on.	30 Not motivated to go on * *Decided to forget it.* * *Decided to stop the whole thing.*
31 Got moral support/reassurance/ encouragement * Encouraged me. * Gave me moral support. * Reassured me.	31 Got discouraged/didn't get moral support/reassurance * *I got discouraged.* * *They discouraged me.* * *They didn't support me.*
32 Got ideas, opinions, thoughts from other people Just got ideas, code 24. Just got contact, code 33. * Found what others think. * Learned what he wanted me to do. * Two heads are better than one. * Got counselling.	32 Didn't need ideas, thoughts, opinions from others * *Outside views won't help.* * *It's my own crisis.* * *It's my problem.* * *I have my own principles.*
33 Got human contact, social support If conflict 32 vs 33, code 32 * Got someone to talk to. * Someone listened to me. * Someone was interested in me.	33 People don't have time to listen, people won't care * *No one cares.* * *No one will understand.* * *People are unwilling to talk/help.*

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT SUPPORT/REINFORCEMENT/ ENCOURAGEMENT	DIDN'T GET OR NEED SUPPORT/REINFORCEMENT/ ENCOURAGEMENT
34 Confirmed my views, my picture * Agreed with my view. * Confirmed my picture of reality. * They think like me.	34 Didn't need views to confirm my own picture * *They think just like me.* * *They agreed with my view.*
39 Other GOT SUPPORT/REINFORCEMENT/ ENCOURAGEMENT not codeable above	39 Other DIDN'T GET SUPPORT/REINFORCEMENT/ ENCOURAGEMENT not codeable above

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT CONTROL OF SELF/CONTROL OF EMOTIONS	DIDN'T GET CONTROL SELF/EMOTIONS
40 Calmed me down * Kept ulcers calm. * Allowed me to not get upset/ worry. * Made me feel better. * Let me feel less guilty. * Set mind at ease. * Resolved my uncertainty.	40 Didn't calm me down * _Got me upset._ * _Made me sadder._ * _Made me worry more._ * _Didn't set my mind at ease._
41 Relieved the pressure * Let off steam. * Got it off my chest. * Let off emotions. * Relieved pressure/tension/ frustration.	41 Didn't relieve the pressure. * _I couldn't let off steam._ * _Couldn't get it off my chest._
42 Led to self-control * Let me keep my mouth shut. * Changed me. * Gave me willpower.	42 Didn't lead to self-control * _I lack self-control._ * _I am impulsive._ * _I didn't carry through._ * _I didn't do anything._
43 Let me take mind off situation * Got away from situation for awhile. * Took mind off things. * Could spend time on other things.	43 Couldn't take mind off situation (or leads to taking mind off) * _Inescapable situation._ * _Unavoidable problem._ * _I couldn't get away from it._ * _That way, I'd forget it._
49 Other GOT CONTROL OF SELF/ EMOTIONS not codeable above	49 Other DIDN'T GET CONTROL SELF/ EMOTIONS not codeable above

VERSION A: HELPED	VERSION B: DID NOT HELP
OTHER RESPONSES	OTHER RESPONSES
50 It just helped * It helped. * It was useful, that's all.	50 It just didn't help * *It didn't help.* * *It wasn't useful, that's all.*
51 Don't know how it helped * Don't know but it helped	51 It's a waste of time, unnecessary * *Not needed.* * *Unnecessary.* * *A waste of time.*
	52 Don't know but it didn't help * *Don't know.*
59 Any other "it helped" answer not codeable 00 - 51	59 Any other "it didn't help" answer not codeable 00 - 52

FUNCTIONAL UNITS ANALYSIS: CODING GUIDE

VERSION A: HELPED	VERSION B: DID NOT HELP
GOT RESOLUTION/PROGRESS TOWARD	**DIDN'T GET RESOLUTION/MAKE PROGRESS**
00 Situation got resolved	00 Situation did not get resolved
01 Pointed to resolution	01 Not pointed to resolution
02 Led to long-awaited action	02 Not led to long-awaited action
03 Things changed for better	03 Things changed for worse
04 Helped me make a decision	04 Led to bad decision
05 Helped me accept lack of resolution	05 Nothing can be done.
09 Other	09 Other
PLAN/STRAT/PACING/RESOURCES	**PLAN/STRAT/PACING/RESOURCES**
10 Understand what moves to make	10 Don't understand what moves
11 Increased options/better options	11 Non-useable options
12 Know WHEN to do things	12 Don't know WHEN to do things
13 Know HOW to do things	13 Don't know HOW to do things
14 Reduced options	14 Couldn't eliminate options
15 Predict/plan for future	15 Didn't predict/plan
16 Plan in general	16 Time or place was wrong
17 Gave more time	17 Lacked time to do it
18 Saved time/money	18 Lacked money to do it
19 Other	19 Other
GOT CLARIFICATION/UNDERSTANDING/INFO	**DIDN'T GET CLARIFICATION/UNDERST/INFO**
20 Understand what situation is like	20 Don't understand situation
21 New/better/fresh view	21 Didn't get better/new view
22 Insight into people	22 Didn't get insight into people
23 Clarify own goals	23 Don't know own goals
24 Thinking	24 Didn't help think
25 Two sides picture/objective view	25 Didn't get both sides/objective view
26 Reasons why things happened	26 Don't understand why things happened
27 Expert input	27 Didn't get expert input
28 Information	28 Didn't get information
29 Other	29 Other
GOT SUPPORT/REINFORCEMENT/ENCOURAGEMENT	**DIDN'T GET/NEED SUPPORT/REINF/ENCOUR**
30 Got motivation to continue	30 Not motivated to go on
31 Got moral support/reassurance/encour.	31 Got discouraged/no reassurance/no encour.
32 Got ideas, opinions, thoughts (others)	32 Didn't need OTHER ideas, opinions, etc.
33 Got human contact, social support	33 People don't care, have time
34 Got human contact, social support	34 Didn't need own reality confirmed
39 Other	39 Other
GOT CONTROL SELF/EMOTIONS	**DIDN'T GET CONTROL SELF/EMOTIONS**
40 Calmed me down	40 Didn't calm me down
41 Relieved the pressure	41 Didn't relieve the pressure
42 Led to self control	42 Didn't lead to self-control
43 Let me take mind off situation	43 Couldn't take mind off situation
49 Other	49 Other
HELPED: OTHER	**DIDN'T HELP: OTHER**
50 It just helped	50 It just didn't help
51 DK	51 Waste of time, unnecessary
	52 DK
59 Any other response	59 Any other response

BARRIERS TO SITUATION PERCEPTION AND RESOLUTION: CODING RECORD

Purpose: This scheme concerns the coding of the focal situation in two contexts: situation perception (i.e. how easy to get at the heart of the situation) and solution availability (i.e. why unresolved or resolved unsatisfactorily). The first context, situation perception, focuses on barriers to getting to the heart of the focal situation. The second context, solution availability, describes the respondent's problems in solving the situation to his satisfaction. In analysis of pre-test responses, it was found that more than 90% of the great variety of answers fell into categories of the scheme described below. The essential difference between the analyses of the two contexts was that additional categories were required in the second context to describe the non-resolution of problems. The two versions of the scheme are presented below.

Applications:

A. SITUATION PERCEPTION. The scheme was applied to the responses to Q. 17: "It's easier to get at the heart of some situations than it is for others. Was (Is) this a situation that it was (is) easy to get at the heart of...or hard? What made (makes) it hard to get at the heart of the situation?" The scheme was used to code the responses of respondents who answered "hard" or "both hard and easy" only. Coders could assign a maximum of two different codes to the response.

Unit of analysis: The entire written answer for Q. 17 with a maximum of two barriers coded in articulation order.

B. SOLUTION AVAILABILITY. The scheme was applied to the open-ended responses to Q. 28: "Finally, I'd like you to look back over this situation as you have described it to me and tell me whether you would call this situation... completely resolved, almost resolved, or still unresolved. (IF COMPLETELY RESOLVED: Do you feel this situation was resolved the way you felt it should be?) (IF ALMOST RESOLVED OR UNRESOLVED: What would you say are the major reasons why this situation is almost resolved (unresolved)?)"

Thus, three kinds of situation resolution might implicitly contain barriers: unsatisfactorily resolved, almost resolved, and unresolved. All open-ended responses were screened for indications of barriers. Coders could assign a maximum of three different codes to the response.

Unit of analysis: The entire written answer to Q. 28 was examined for barriers to solutions, with a maximum of three barriers coded in articulation order.

Special instructions:

* Coders were instructed to re-read the time line in order to make better sense of the responses to be coded for this scheme.

* The same code value was not used twice for a respondent, even if the respondent repeated a particular type of response (13/13/06 was not allowed; 13/06/05 was).

* One purpose in the application of this scheme was to code answers into every possible code into which they fit. Thus, one given response could have multiple codes. Examples:

- "I still need a psychiatrist but am not sure one is willing to touch a drug case" was coded as:

  03 = Lack of resource
  05 = R lack knowledge of internal state of other
  08 = An other observing entity is barrier

- "I still plan to call the police who withheld the information I need" was coded as:

  13 = A resolution is pending, expected, anticipated
  07 = An institution/observing collectivity stands in way
  06 = R lacks information of external events

* Some common double coding values were:

05 (5) = R lacks understanding internal states of others
08 (8) = An observing entity barrier

06 (6) = R lacks information on external events
07 (7) = A collectivity stands in way

BARRIERS TO SITUATION PERCEPTION AND RESOLUTION: THE SCHEME

CODE FOR APPLICATION A	B	THE BARRIER OR DIFFICULTY: R explicitly said that situation was hard to get at heart of (or lacked a perfect resolution) because:	EXAMPLES
1	01	NO POSSIBLE RESOLUTION is available...the situation cannot be resolved now or ever	* *There's nothing I can do* * *It's impossible to correct this situation*
2	02	SITUATION IS ENTIRELY OUT OF RESPONDENT'S CONTROL	* *It's someone else's responsibility* * *It's not for me to decide* * *Only he can solve it* * *Have to rely on competences of others*
3	03	LACK OF RESOURCES ARE A BARRIER (own resources or those of others) IF TIME, see code 12	* *I simply can't find help* * *Money will still be a problem* * *No transporation made it hard* * *I have to watch my money*
4	04	RESPONDENT'S OWN EMOTIONS OR LACK OF MOTIVATION OR LACK OF BEHAVIOR ARE A BARRIER	* *I didn't do anything* * *It's my fault* * *I lack willpower* * *It took me 3-4 days to calm down* * *Some days I just feel blue*
5	05	RESPONDENT'S LACK OF UNDERSTANDING (KNOWLEDGE) OF THE INTERNAL STATES (FEELINGS, EMOTIONS, MOTIVATIONS) OF OTHERS	* *I don't understand father's intentions* * *I don't know feelings of people involved* * *I don't know why psychiatrists won't help*

CODE FOR APPLICATION		THE BARRIER OR DIFFICULTY: R explicitly said that situation was hard to get at heart of (or lacked a perfect resolution) because:	EXAMPLES
A	B		
6	06	RESPONDENT LACKS INFORMATION, FACTS KNOWLEDGE, UNDERSTANDING OF EXTERNAL EVENTS...OR LACKS INFORMATION PER SE	* *I don't have enough information* * *I didn't have enough facts* * *I don't know what happened* * *I still want information from police*
7	07	AN INSTITUTION, OBSERVING COLLECTIVITY OR CLASS OF PEOPLE STAND IN WAY Note: do not code comments on barrier being people in general here. See code 15.	* *Police won't tell me* * *Agency won't help me* * *Company won't make concession* * *New officials will be as bad* * *Lawyers won't presecute criminals*
8	08	AN OTHER OBSERVING ENTITY (ONE INDIVIDUAL OR A GROUP OF KNOWN INDIVIDUALS) IS/ARE BARRIER Note: my family, my neighbors my husband and son, my co-workers go here.	* *Husband doesn't understand me* * *Can't discuss it with my aunt* * *He will never agree with me* * *Hard to change his attitude* * *She doesn't know why she is scared*
--	09	SITUATION TOO BIG, TOO COMPLEX, TOO CONFUSING, TOO WIDE IN SCOPE	* *It's overwhelming situation* * *The complexity of situation*
--	10	SITUATION IS RECURRING, CONTINUOUS, OR ESCALATING	* *It happens over and over again* * *It keeps getting worse* * *Crime is increasing*
--	11	SITUATION IS A PROBLEM OF THE NATION, OR OF SOCIETY	* *It's #1 problem in nation* * *The economy will topple us all* * *Inflation is it*

CODE FOR APPLICATION		THE BARRIER OR DIFFICULTY: R explicitly said that situation was hard to get at heart of (or lacked a perfect resolution because:	EXAMPLES
A	B		
--	12	NOT ENOUGH TIME	* *Didn't have enough time to work on it* * *Situation needs more time*
--	13	RESOLUTION IS PENDING, EXPECTED, ANTICIPATED	* *Waiting for an answer from welfare* * *Expect the check any day now*
--	14	DIDN'T GET A RESOLUTION Note: code here when R explicitly stated did not get resolution.	* *Haven't settled claim yet* * *Still have to pay bill* * *Problem still exists*
--	15	NOT CODEABLE ABOVE	

/CONTENT ANALYSIS SCHEME #29/

SITUATION CONNECTIONS: CODING RECORD

Purpose: This scheme is a simplified version of CA scheme #12 which focused on the nature of the relationships specified between elements of a situation articulation (i.e. between sub-situations or between time line steps). Due to time limitations, CA scheme #12 was not used. This scheme (CA scheme #29) was designed as an abbreviated attempt to look at the different kinds of relationships between sub-situations of the respondent's focal situation. This scheme looks only at functional relationships (i.e. causal relationships).

Respondents were asked a series of questions designed to tap the "situation embeddedness" of focal situations -- i.e. designed to look at how many other situations the focal situation was tied into. These questions were:

> Q14. Some of the situations that we face are tied in with a lot of other things and some seem to be independent of other things. Would you say this situation was tied in with other situations ... or, independent? IF TIED IN: What other situations was this situation tied in with? How was this situation tied in with these other situations?
>
> Q16. Some situations just seem to crop up or appear while others seem to grow out of ... or result from a lot of other situations. Was this situation one that just cropped up ... or one that grew out of other situations? IF GREW OUT: What other situations did this situation grow out of? How did this situation seem to grow out of these other situations?
>
> Q18. Some situations seem to cause or lead to other situations or events which we then have to deal with. Other situations seem to have no impact on the future at all. Did this situation seem to have impact on later events? IF YES: What later events did this situation seem to have an impact on ... or lead to? How did this seem to have an impact on ... or lead to these later events?

While Q14 was aimed at tapping any kind of connection, Q16 and Q18 were aimed at tapping causal connections (prior to the focal situation and after the focal situation).

CA scheme #29 was applied to the answers for Q14 and Q18. The overall intent was to determine the number of causal connections seen between the focal situation and other situations. This scheme broke these down into:

Item 1: situations which caused or led up to the focal situation

$$\boxed{\text{OS}} \longrightarrow \boxed{\text{FS}}$$

Item 2: situations which were caused by or grew out of the focal situation

$$\boxed{\text{FS}} \longrightarrow \boxed{\text{OS}}$$

Item 3: situations which might be (or are feared will be) caused by or might grow out of the focal situation.

$$\boxed{\text{FS}} \dashrightarrow \boxed{\text{OS}}$$

The scheme was not applied to responses to Q16 because an analysis of the pretest data showed that the responses to this question all fit item 1.

Applications:

A. Responses to Q14 (as listed above) were coded in a series of three dichotomous codes (one per item in the scheme).

Unit of analysis: The entire response to Q14 was given three dichotomous codes.

B. Responses to Q18(as listed above) were coded in a series of two dichotomous codes (one each for items 2 and 3 in the scheme).

Unit of analysis: The entire response to Q18 was given the two dichotomous codes.

Special instructions:

- Coders were instructed first to read the time line steps as given on pages 12-13 in order to assess the nature of the focal situation.
- Coders used both the "what" and "how" answers to Qs 14 and 18 in applying this scheme.
- Any given situation could not be coded as "yes" on both item 2 (actual consequence) and item 3 (possible consequence).
- Any given situation could not be coded as "yes" on both item 1 (causer of focal situation) and item 2 (consequent of focal situation).

/CONTENT ANALYSIS SCHEME #29/

SITUATION CONNECTIONS: THE SCHEME

Item	Description	Examples	FS=focal sit./OS=other sit.
1	Did R name anything which CAUSED OR LED UP TO THE FOCAL SITUATION?	* FS:	*crime rate*
	$\boxed{OS} \longrightarrow \boxed{FS}$	OS:	*narcotics*
		How:	*people who feed habits have to get money so they rob*
		* FS:	*increased taxes*
		OS:	*bureaucracy*
		How:	*the more bureaucracy, the more people in government, so they have to find more taxes*
2	Did R name anything which WAS ACTUALLY CAUSED BY OR ACTUALLY GREW OUT OF FOCAL SITUATION?	* FS:	*getting help for students*
	$\boxed{FS} \longrightarrow \boxed{OS}$	OS:	*fellowship of Chinese people*
		How:	*when people help each other as these people did, they come to know each other better*
		* FS:	*money*
		OS:	*life style*
		How:	*my life style is affected by the amount of money we have*
3	Did R name anything which he FEARS OR THINKS MIGHT BE CAUSED BY OR GROW OUT OF FOCAL SITUATION?	* FS:	*burglars breaking into house*
	$\boxed{FS} \dashrightarrow \boxed{OS}$	OS:	*my safety and security*
		How:	*if I prosecute again, he'll come back for revenge*
		* FS:	*friend needs psychiatrist*
		OS:	*psychiatrist is responsible for helping in defense*
		How:	*without psychiatrist, friend will go to jail*

/CONTENT ANALYSIS SCHEME #30/

WHAT R WANTS EXPERT TO KNOW: CODING RECORD

Purpose: Typically, research focusing on the information practitioner-client relationship has focused primarily on the information "needs" of the client rather than the information "needs" of the practitioner. Using a coorientational approach (see CA scheme #20) to the information practitioner-client interaction, however, suggests that attention ought to be focused as well on the "things" which the practitioner needs to know about the client if the practitioner is to deliver effective "help." This study asked citizens this question (see Q30 in questionnaire):

> "Usually when we contact an expert about a situation that we're in, we want the expert to have answers to our questions. However, we know in advance that the expert knows little about us ... or about our particular situation. In order to really help, the expert might need to know some things about you and your particular situation. What could you want the expert to know so he could really help you?"

The purpose of this scheme is to codify answers to this question.

Application: The scheme was applied only to answers to Q30.

Unit of analysis: Responses to Q30 were coded up to a maximum of three depths or three "things" the respondent wanted the expert to know.

Special instructions:

* Coders first edited out "nothing" answers. They then counted the number of questions recorded for each respondent.

* Relatively few respondents gave multiple answers in which a given "question" to an expert actually included more than one question. In cases where this happened, coders coded all questions in articulation order.

* As with prior schemes, the respondent includes respondent as self/self-in-class/self-in-collectivity.

* Some responses seemed to fall into more than one coding category with a conflict arising particularly between the 10-19 codes (characteristics of the respondent) and the 30-39 codes (what respondent has done/can do toward resolution). In such cases, the 30-39 codes were used rather than the 10-19 codes. In general, the 10-19 codes were reserved for statements about the characteristics of the respondent that were not related directly to Rs movement (or ability to move) toward a resolution. Codes 10-19 provide "background" information on the respondent.

/CONTENT ANALYSIS SCHEME #30/

WHAT R WANTS EXPERT TO KNOW: THE SCHEME

Code	Description	Examples
	THE NATURE OF THE SITUATION	
00	What the situation is like	* *What has happened so far.* * *Complete picture of events.* * *Details of situation.*
01	Why R is involved in situati[illegible]	* *Why I am involved.* * *Why I am helping him.* * *That he is my boyfriend.* * *Why I got fired.*
02	The injustices that have been wrought on R or anyone	* *That I got shafted.* * *That he was treated unfairly.* * *That they are crooks.* * *Who is to blame.*
03	More than R's version of story	* *Both sides of story.* * *His view as well as mine.*
04	Behavior of others (external)	* *What they did.* * *How they behaved.* * *That he spent life in jail.*
05	Internal states or personalities of others involved in situation	* *How they feel.* * *Personalities of everyone involved.*
09	Other nature of situation not codeable elsewhere Note: this is last resort code to be used for questions that do not fit elsewhere.	

Code	Description	Examples
	THE CHARACTERISTICS OF RESPONDENT	
10	How R has behaved in past	* *What I did* * *My past health* * *My driving habits* * *How much we use car* * *My eating habits*
11	R's social matrix/contacts	* *Who I know* * *My on-the-job situation* * *My family life* * *the size of my family*
12	R's possessions, characteristics of	* *What kind of car I drive* * *Type of appliances we own* * *Type of wiring we need*
13	R's internal state (emotions) IF GOALS, see 31	* *How I feel* * *That I loved him* * *That I'm upset*
14	R's personality and likes and wants Except if R is giving personality attribute related to ability to deal with solution, see 33	* *I am not overly emotional* * *I am dependable* * *I am law-abiding*
15	R's interests (including statements of occupation)	* *I am an environmentalist* * *I am an engineer*
19	Other characteristics of R not codeable above and not codeable elsewhere	

Code	Description	Examples
	THE RESTRAINTS ON RESPONDENT	
20	R's available resource	* *Financial status* * *My income* * *That I don't have a car*
21	Time restraints (not urgency)	* *The hours I work* * *When I'll need the help*
22	Urgency of situation	* *That I need the car badly* * *That I really need to know*
23	Space restraints	* *How moveable I am* * *The places I wouldn't go*
29	Other restraints on R not codeable 20-23	

Code	Description	Examples
	WHAT R HAS DONE/CAN DO TOWARD RESOLUTION	
30	R's past experience with situations like this one	* *That I have little experience with this*
31	R's priorities, goals	* *What I want done* * *What my goals are* * *My expectations for future* * *What I am willing to do*
32	What R has tried already (past moves toward resolution)	* *My strategies I've tried* * *That I have tried* * *What I've done already*
33	R's abilities (past and future)	* *How I could participate in solution* * *What I could do to help* * *My capabilities for losing weight* * *How much I could do* * *What I'd be able to do* * *That I am flexible*
39	Other what R has done/ can do toward resolution	

/CONTENT ANALYSIS SCHEME #30/

WHAT R WANTS EXPERT TO KNOW: CODING GUIDE

THE NATURE OF THE SITUATION

00	What the situation is like
01	Why R is involved in the situation
02	The injustices that have been wrought
03	More than R's version of the story
04	Behavior of others (external)
05	Internal states of personalities of others
09	Other nature of situation not codeable above

THE CHARACTERISTICS OF RESPONDENT

10	How R has behaved in the past
11	R's social matrix/contacts
12	R's possessions, characteristics of
13	R's internal states (emotions)
14	R's personality and likes and wants
15	R's interests (including statements of occupation)
19	Other characteristics

THE RESTRAINTS ON RESPONDENT

20	R's available resources
21	Time restraints
22	Urgency of situation
23	Space restraints
29	Other restraints

WHAT RESPONDENT HAS DONE/CAN DO TOWARD RESOLUTION

30	R's past experience with situations like this one
31	R's priorities, goals
32	What R has tried already (past moves toward resolution)
33	R's abilities (past and future)
39	Other

/CONTENT ANALYSIS SCHEME #31/

LABELLING INFORMATION TO SAVE: CODING RECORD

Purpose: This coding scheme is based on responses to Q31. The scheme is an exploratory series of codes that look at some current issues in setting up information retrieval systems. The purpose here will be to see how some standard descriptors of user "search" cues vary depending upon how respondents describe or see their own situations.

Application: The scheme was applied to responses to Q31:

> "Assume that after talking to this expert, you have some information or advice that you have written down on a piece of paper. Assume that you've decided to file this piece of paper away for possible later use. What label would you put on the paper before you filed it away?"

Unit of Analysis: The respondent's entire answer to Q31 was coded with this scheme.

Special instructions:

* The scheme itself is divided into seven subparts, each analyzing a specific aspect of the response to Q31.

/CONTENT ANALYSIS SCHEME #31/

LABELLING INFORMATION TO SAVE: THE SCHEME

Code	Explanation	Examples (with codes)
0=none, said nothing, doesn't know 1 to 7= exact count of words 8=eight or more words used	How many words did R have in label in total?	* *Susan's social security (3)* * *Cars (1)* * *Tips for saving money on trips (6)*
	Of these words, how many designated the name of an organization or a person or an organization's address?	* *Susan's social security (1)* * *What to do when police show up (1)* * *Law enforcement (0)*
"	Of these words, how many designated the time and/ or date of the situation?	* *December 20 accident (2)* * *Date and year (2)* * *March 1974 (2)*
"	Of these words, how many function as nouns?	* *Susan's social security (2)* * *Name and address of organizations (3)* * *What to do when police show up (1)*
"	Of these words, how many were indicators of the quality of the resolution -- "best, better, good, cheaper, nicer." (Comparative and superlative adjectives only.)	* *Best exercises and diets (1)* * *Revamping penal system (0)* * *Cheaper medical care (1)*
"	Of these words, how many function as verbs?	* *Tips for saving money on trips (1)* * *What to do when police show up (2)* * *Revamping penal system (1)*
0=no 1=yes	Did R use only words that were content-free, amorphous, ambiguous, and gave no hint of the content or date of the situation?	* *Miscellaneous (1)* * *Work in progress (0)* * *Keep (1)* * *March 1974 (0)*

/CONTENT ANALYSIS SCHEME #32/

LIBRARY SEARCH CHARACTERISTICS: CODING RECORD

Purpose: This scheme was designed to tap some dimensions of how a respondent might approach a library for information relevant to his focal situation. Specifically, the scheme analyzes respondent answers to Q32 which asked (for those respondents who said that the library was at least minimally likely to have some information that would help): "If you went to the library for information to help you in this situation, what would you look for?" This scheme describes respondent answers along two dimensions:

a) the number of words used by the respondent to answer the question (an articulation dimension); and
b) the number of different places in a card catalogue suggested by the respondent's answer (an interactive dimension).

These are commonly-used dimensions used in the information practitioner-client transaction. One purpose here is to see how these vary depending on respondent perception and description of particular situations.

Application: The two dimensions of the scheme were both applied to the respondent's entire answer to Q32.

Unit of analysis: Each dimension resulted in a numerical code ranging from 0 (no words, no locations) to 8 (8 or more words, 8 or more locations).

Special instructions:

* In assessing the number of places in a card catalogue suggested by the respondent's answer, the coder took the perspective of an educated information seeker rather than that of a trained information practitioner.

/CONTENT ANALYSIS SCHEME #32/

LIBRARY SEARCH CHARACTERISTICS: THE SCHEME

Code	Explanation	Examples (with codes)
0=none, said nothing, wouldn't look 1 to 7= exact count 8=eight or more 9=doesn't know (stated)	How many words did the respondent use in answer to Q32?	* *Book on consumer buying (4)* * *Auto insurance and litigation (4)* * *Economics. Find writer I had respect for (7)* * *Funding (1)*
same	Count the number of different places you would look in the card catalogue or locations within the library (e.g. "nursing sections" or "periodical room") given the respondent's answer. Use words provided only.	* *Book on consumer buying (1)* * *Child psychology or child development (2)* * *Job listings and information. Job descriptions and qualifications (3)* * *Books on math and programming (2)*

/CONTENT ANALYSIS SCHEME #33/

INTERVIEWER NAMES: CODING RECORD AND THE SCHEME

Purpose: Since roughly 21 of the 28 pages in the questionnaire were based entirely on open-ended items and since the total number of interviewers on the project was reasonably small, a record was made of interviewer name in case a check became necessary of possible interviewer bias.

The codes:

01	Anderson
02	Kim
03	Daniels
04	Alden
05	Corliss
06	Austin
07	Stillmaker
08	Regala
09	Oldes
10	Olsen
11	Steinberg
12	Jezik
13	Martin
14	Kassing
15	Hall
16	Elton
17	Bailey
18	Taylor
19	Hymas
20	Milton
21	Burrell
22	Hosea
23	Jefferson
24	Koebel
25	Leiner
26	Lewis
27	Long
28	Marshall
29	Murray
30	Owens
31	Troller
32	Wicks
33	Wolfe

APPENDIX F

SAMPLING TABLES AND FIGURES

Table 4-1

Distribution of City of Seattle population by ethnic/racial subgroups.[a]

Subgroups			n	%	Nonwhite %
White			453,035	85.3	---
Black			37,868	7.1	48.7
Native American			4,123	0.8	5.3
Spanish Language[b]			10,835	2.0	13.9
Asian			22,077	4.2	28.4
Japanese	9,986	1.9			---
Chinese	6,261	1.2			---
Filipino	5,830	1.1			---
Other nonwhite			2,893	0.5	3.7
Total nonwhite	77,796	14.7			100.0
Total City of Seattle population			530,831	100.0	---

[a] Data extrapolated from U.S. Department of Commerce, Bureau of Census, Block Statistics, Seattle-Everett, Washington Urbanized Area, HC(3)-260, 1970 Census of Housing, September 1971; and from Seattle's Racial Gap 1974, a report published by the Seattle Urban League.

[b] In the Census figures, the Chicano subgroup was not delineated as such. The Chicano population was included for census purposes together with all persons of Spanish language (defined by the Census as "persons of Spanish mother tongue, and all other persons in families in which the head or wife reported Spanish as his or her mother tongue").

Table 4-2

Projected sample ns in original sample design for minorities[a].

Subgroup	Population n	%	Sample n
Black	37,868	50.6	151
Native American	4,123	5.5	17
Spanish Language	10,835	14.5	44
Asian	22,077	29.5	89
TOTAL	74,903	100.0	300

[a] Data extrapolated from the U.S. Department of Commerce, Bureau of Census, Block Statistics, Seattle-Everett, Washington Urbanized Area, HC(3)-260, 1970 Census of Housing, September 1971; and from Seattle's Racial Gap 1974, a report published by the Seattle Urban League.

Table 4-3

Geographic spread of minorities in City of Seattle[a].

% of population on census tract	# of census tracts in city with designated per cent					
	White	Black	Native American	Spanish Language	Asian	Other Nonwhite
00 - 10%	003	037	121	119	108	121
11 - 20%	002	012		002	007	
21 - 30%	001	003			003	
31 - 40%	002	001			003	
41 - 50%	007	003				
51 - 60%	003	001				
61 - 70%	004	001				
71 - 80%	006	001				
81 - 90%	007	002				
91 -100%	086					
TOTAL	121	121	121	121	121	121

[a] Data extrapolated from U.S. Department of Commerce, Bureau of Census, Block Statistics, Seattle-Everett, Washington Urbanized Area HC(3)-260, 1970 Census of Housing, September 1971; and from Seattle's Racial Gap 1974, a report published by the Seattle Urban League.

Table 4-4

Record of the basic General Population sampling units used in the survey with census tract, total housing units, n drawn, and n obtained.

Sampling[a] unit #	Census tract #	Total number of year-round housing units	n drawn	n obtained
01G	002	2267	5	5
02G	004	3020	7	7
03G	006	2076	5	5
04G	010	532	2	2
05G	013	1167	3	3
06G	016	1558	4	4
07G	018	1224	3	3
08G	021	1377	3	3
09G	025	580	2	2
10G	027	2083	5	5
11G	029	1800	4	4
12G	031	2551	6	6
13G	032	3184	8	8
14G	034	1420	3	3
15G	036	1888	5	5
16G	040	729	2	2
17G	042	2884	7	7
18G	043	1964	5	5
19G	045	916	3	3
20G	047	2345	6	6
21G	049	2708	6	6
22G	051	1494	4	4
23G	053	2682	6	6
24G	056	2618	6	6
25G	057	2318	6	6
26G	058	3881	9	9
27G	060	1892	5	5
28G	062	1481	4	4
29G	064	1175	3	3
30G	066	1642	4	4
31G	067	2477	6	4
32G	070	4057	10	10
33G	071	1371	3	3
34G	073	1133	3	3
35G	074	5681	14	14
36G	075	3541	8	10
37G	076	1656	4	4
38G	079	1957	5	5
39G	081	1313	3	3
40G	083	2728	7	7
41G	084	1983	5	5
42G	086	1629	4	4
43G	089	2098	5	5
44G	092	554	2	2
45G	095	2290	5	5

(continued)

Table 4-4 (Continued)

Sampling unit #[a]	Census tract #	Total number of year-round housing units	n drawn	n obtained
46G	096	2095	5	5
47G	097	4394	11	11
48G	099	1701	4	4
49G	100	2934	6	6
50G	102	1771	4	4
51G	104	2463	6	6
52G	105	2314	6	5
53G	107	1955	5	5
54G	109	1098	3	3
55G	111	2640	6	6
56G	113	1703	4	4
57G	115	1752	4	4
58G	117	1334	3	3
59G	119	2290	5	6
60G	121	1054	3	3

[a] Each block cluster chosen in a census tract was treated as an independent unit and given a sampling unit number. Each of these units for the General Population Sample was assigned a number from 1 to 60 and the designation "G" was attached to the assigned number. This was done to keep the General Population sampling units clearly separated from the sampling units of the Asian and Black samples.

Table 4-5

Record of the basic Asian sampling units used in the survey with census tract, total housing units, n drawn, and n obtained.

Sampling[b] unit	Census tract #	YRHU[a] total	% Asian population	Estimated number of YRHU Asian	n drawn	n obtained
01A	090a	985	35.7	352	6	6
02A	090b	985	35.7	352	12	1
03A	091a	809	38.8	314	4	4
04A	091b	809	38.8	314	8	8
05A	091c	809	38.8	314	4	4
06A	092	554	28.3	157	8	8
07A	093	656	21.5	141	7	7
08A	094a	2001	34.4	688	5	5
09A	094b	2001	34.4	688	9	9
10A	094c	2001	34.4	688	5	6
11A	094d	2001	34.4	688	2	2
12A	094e	2001	34.4	688	13	13
13A	100a	2934	28.8	845	5	5
14A	100b	2934	28.8	845	1	1
15A	100c	2934	28.8	845	7	7
16A	100d	2934	28.8	845	2	2
17A	100e	2934	28.8	845	3	3
18A	100f	2934	28.8	845	4	4
19A	100g	2934	28.8	845	7	7
20A	100h	2934	28.8	845	5	5
21A	100i	2934	28.8	845	8	8
22A	104a	2463	20.5	505	12	12
23A	104b	2463	20.5	505	2	2
24A	104c	2463	20.5	505	2	2
25A	104d	2463	20.5	505	2	2
26A	104e	2463	20.5	505	5	5
27A	104f	2463	20.5	505	2	2

(continued)

Table 4-5 (Continued)

Sampling[b] units	Census tract #	YRHU[a] total	% Asian population	Estimated number of YRHU Asian	n drawn	n obtained
Below this line are extra Asian units[c]						
28A	090c	985	35.7	353	2	2
29A	090d	985	35.7	353	2	0
30A	090e	985	35.7	353	1	0
31A	104g	2463	20.5	505	4	4
32A	104h	2463	20.5	505	3	3
33A	104i	2463	20.5	505	2	2

[a] YRHU is the census designation for year-round housing unit.

[b] Each block cluster chosen in a census tract was treated as an independent unit and given a sampling unit number. Each of the units for the Asian Sample was assigned a number from 1 through 33 and the designation "A" was attached to the assigned number. This was done to keep the Asian sampling units clearly separated from the sampling units of the General Population and Black Samples.

[c] These were extra sampling units drawn in order to assure that the sample would yield the required n of 150 respondents. See Chapter IV for details.

Table 4-6

Record of the basic Black sampling units used in the survey with census tract, total housing units, n drawn, and n obtained.

Sampling[b] unit #	Census tract #	YRHU[a] total	% Black population	Estimated number of YRHU Black	n drawn	n obtained
01B	077a	1579	90.3	1426	7	7
02B	077b	1579	90.3	1426	7	7
03B	077c	1579	90.3	1426	7	7
04B	077d	1579	90.3	1426	6	6
05B	078a	2086	50.2	1047	7	7
06B	078b	2086	50.2	1047	7	7
07B	078c	2086	50.2	1047	6	6
08B	079a	1957	54.9	1074	7	8
09B	079b	1957	54.9	1074	6	6
10B	079c	1957	54.9	1074	7	7
11B	087a	1570	74.9	1176	6	6
12B	087b	1570	74.9	1176	5	5
13B	087c	1570	74.9	1176	5	5
14B	087d	1570	74.9	1176	6	6
15B	088a	1510	90.7	1370	6	6
16B	088b	1510	90.7	1370	7	7
17B	088c	1510	90.7	1370	6	6
18B	088d	1510	90.7	1370	7	7
19B	089a	2098	65.9	1383	6	6
20B	089b	2098	65.9	1383	6	6
21B	089c	2098	65.9	1383	7	7
22B	089d	2098	65.9	1383	7	7
23B	090a	985	48.2	475	5	5
24B	090b	985	48.2	475	4	4

[a] YRHU is the census designation for year-round housing unit.

[b] Each block cluster chosen in a census tract was treated as an independent unit and given a sampling unit number. Each of the units for the Black Sample was assigned a number from 1 through 24 and the designation "B" was attached to the assigned number. This was done to keep the Black sampling units clearly separated from the sampling units of the General Population and Asian samples.

Table 4-7

Record of sampling operations as they were carried out in the field.

Field results	General		Asian		Black	
	n	%	n	%	n	%
Results of contacts at each household						
Total households contacted	825	100.0	752	100.0	495	100.0
# completed interviews	300	36.4	151	20.1	151	30.5
# no answer on all 3 calls	147	17.8	126	16.8	63	12.7
# refusals	348	42.2	314	41.8	159	32.1
# no one speaks English	0	0.0	91	12.1	4	0.8
# half-completed interviews	1	0.1	4	0.5	2	0.4
# no eligible respondent 18 years or older	9	1.1	7	0.1	6	1.2
Ineligible because of race	0	0.0	33	4.4	46	9.3
No interviewer record, terminated	20	2.4	26	3.5	64	12.9
Types of continuations						
No one at home	598	81.5	651	84.8	307	77.9
Selected R not at home, appt. made	54	7.4	59	7.7	57	14.5
Selected R busy, appt. made	82	11.2	58	7.6	30	7.6
Total continuations	734	100.0	768	100.0	394	100.0
Mean # of calls made per household contacted	1.71		1.85		1.67	
Mean # of calls per interview obtained	4.71		9.23		5.47	
Mean # of households contacted per interview obtained	2.75		4.98		3.28	

Table 4-8

Comparison of the demographic characteristics of the General Population Sample respondents to the 1970 census.

Variable	Explanation	Census of Seattle[d]	Sample[a]	
Age of respondent				
18 - 19 years	Both census and sample data are based on all adults 18 years or older.	5.3%	4.0%	
20 - 29 years		25.2%	38.3%	
30 - 39 years		12.5%	15.0%	
40 - 49 years		15.5%	12.0%	
50 - 59 years		16.8%	10.7%	
60+ years		24.8%	20.0%	
n		395,355	300	
Sex of respondent				
Male	Both census and sample data are based on all adults 18 years or older.	46.9%	44.3%	
Female		53.1%	54.7%	
n		395,355	300	
Education of respondent				
0 - 8 grades	Census data are based on adults 25 years or older; sample data on adults 18 years or older.	18.2%	5.3%	
9 - 12 grades		50.0%	46.4%	
1 or more years of college		31.8%	48.3%	
n		316,243	300	
Working status of respondent				
% working	Census data are based on those 16 years or older; sample data on adults 18 years or older.	44.6%	44.6%	
n		508,125	300	
Occupation of respondent[b] and head of household			R	Head
Professional/Managerial	Census data are based on those 16 or older who work; sample data on adults 18 years or older who work.	24.6%	24.8%	33.0%
Clerical/skilled		59.4%	66.9%	62.0%
Unskilled		16.0%	11.5%	15.0%
n		226,629	133	206

(continued)

Table 4-8 (Continued)

Variable	Explanation	Census of Seattle[d]	Sample[a]
Race			
White	Census data are based on all residents of Seattle, regardless of age; sample only on adults 18 years or older.	85.5%	84.6%
Black		7.1%	9.7%
Native American		0.8%	1.7%
Spanish Language		2.0%	0.3%
Asian[c]		4.2%	3.7%
Other nonwhite		0.5%	0.0%
n		530,831	298
Number of members in household			
Mean household size	Census data are based on the number of occupied households.	2.6	2.6
n		206,092	298
Number of children in household			
Percentage of households with one or more children 17 years of age or under	Census data are based on the number of occupied households.	45.0%	31.5%
n		206,092	298
Whether own or rent dwelling			
Own	Census data are based on all occupied housing units.	54.2%	50.2%
Rent or lease		45.8%	49.8%
n		206,092	297

[a] Sample ns vary because of nonresponse on the part of a small number of respondents.

[b] This comparison cannot be made precisely. Census data divide occupations into categories such as "professional" and "clerical." The sample data were derived from an occupational prestige scale developed by Verling Troldahl (1965). See Appendix E, Content Analysis scheme #1 for a copy of this scale and the Troldahl citation. To make this comparison, the scale was applied to the gross job categories used by the census. Jobs rated with scale values 00-02 were termed unskilled; jobs with values 03-06 were termed clerical or skilled; those with values 07 or above were termed professional/managerial.

(continued)

Table 4-8 (Continued)

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[c] The Asian subpopulation percentages are: Japanese, 1.9%; Chinese, 1.2%; and Filipino, 1.1%.

[d] Census data for this table were derived from U.S. Department of Commerce, Bureau of Census, Block Statistics, Seattle-Everett, Washington Urbanized Area, HC(3)-260, 1970 Census of Housing, September 1971.

Table 4-9

Comparison of the demographic characteristics of the Asian Population Sample respondents to the 1970 census.[a]

Variable	Explanation	Census of Seattle[d]	Sample[b]	
Age of respondent				
20 - 29 years	Both the census and sample data are based on Asian adults 20 years or older. Census data on Asian adults 18-19 years were not separately available; 10 sample respondents were 18-19 years.	25.1%	15.6%	
30 - 39 years		17.8%	13.5%	
40 - 49 years		21.4%	16.3%	
50 - 59 years		13.5%	20.6%	
60+ years		22.2%	34.0%	
n		15,300	141	
Sex of respondent				
Male	Census data are based on Asian adults 20 years or older; sample data on Asian adults 18 years or older.	52.1%	60.3%	
Female		47.9%	39.7%	
n		15,300	151	
Education of respondent				
0 - 8 grades	Census data are based on Asian adults 25 years or older; sample data on Asian adults 18 years or older.	25.2%	24.1%	
9 - 12 grades		44.0%	42.7%	
1 or more years of college		31.6%	43.3%	
n		13,121	150	
Working status of respondent				
% working	Census data are based on Asian population 16 years or older; sample data on Asian adults 18 years or older.	60.4%	52.3%	
n		17,090	151	
Occupation of respondent and head of household[c]			R	Head
Professional/ managerial	Census data are based on Asian population 16 years or older who work; sample data on adults 18 years or older who work.	25.2%	24.1%	24.1%
Clerical/skilled		46.3%	53.2%	64.7%
Unskilled		28.5%	22.8%	11.2%
n		10,314	79	116

(continued)

Table 4-9 (Continued)

Variable	Explanation	Census of Seattle[d]	Sample[b]
Number of members of household			
Mean household size	Census data are based on the number of Asian-occupied households.	3.3	3.7
n		7,008	151
Number of children in household			
Percentage of households with one or more children 17 years of age or under	Census data are based on the number of Asian-occupied households.	42.8%	47.0%
n		7,008	151
Whether own or rent dwelling			
Own	Census data are based on all Asian-occupied housing units.	53.8%	73.6%
Rent or lease		46.2%	26.4%
n		7,008	148

[a] These statistics have been culled from data on Japanese, Chinese, and Filipino Asian groups. They should not be seen as representative of any one of these groups because of this aggregate nature.

[b] Sample ns vary because of nonresponse on the part of a small number of respondents.

[c] This comparison cannot be made precisely. Census data divide occupations into categories such as "professional" and "clerical." The sample data were derived from an occupational prestige scale developed by Verling Troldahl (1965). See Appendix E, Content Analysis scheme #1 for a copy of this scale and the Troldahl citation. To make this comparison, the scale was applied to the gross job categories used by the census. Jobs rated with scale values 00-02 were termed unskilled; jobs with values 03-06 were termed clerical or skilled; those with values 07 or above were termed professional/managerial.

[d] Census data for this table derived from U.S. Bureau of the Census, Census of Population: 1970; Subject Reports, Final Report PC(2)-1G, Japanese, Chinese, and Filipinos in the United Sates, U. S. Government Printing Office,Washington D.C., 1973.

Table 4-10

Comparison of the demographic characteristics of the Black Population Sample respondents to the 1970 census.

Variable	Explanation	Census of Seattle[c]	Sample[a]	
Age of respondent				
18 - 19 years	Both the census and sample data are based on Black adults 18 years or older.	13.0%	7.3%	
20 - 29 years		28.7%	25.8%	
30 - 39 years		18.4%	17.9%	
40 - 49 years		20.9%	15.9%	
50 - 59 years		16.0%	14.6%	
60+ years		13.0%	18.6%	
n		22,708	151	
Sex of respondent				
Male	Both the Census and sample data are based on Black adults 18 years or older.	49.6%	47.3%	
Female		50.4%	52.7%	
n		22,708	150	
Education of respondent				
0 - 8 grades	Census data are based on Black adults 25 years or older; sample data on Black adults 18 years or older.	28.8%	17.3%	
9 - 12 grades		53.1%	58.7%	
1 or more years of college		18.1%	24.0%	
n		17,860	150	
Working status of respondent				
% working	Census data are based on Black population 16 years or older; sample data on Black adults 18 years or older.	64.8%	39.7%	
n		23,840	151	
Occupation of respondent[b] and head of household			R	Head
Professional/ managerial	Census data are based on Black population 16 years or older who work; sample data on adults 18 years or older who work.	15.0%	10.0%	14.5%
Clerical/skilled		53.5%	60.0%	66.3%
Unskilled		31.5%	30.0%	19.3%
n		15,448	60	83

(continued)

Table 4-10 (Continued)

Variable	Explanation	Census of Seattle[c]	Sample[a]
Number of members in household			
Mean household size	Census data are based on the number of Black-occupied households.	3.0	3.1
n		12,501	150
Number of children in household			
Percentage of households with one or more children 17 years of age or under	Census data are based on the number of Black-occupied households.	48.1%	46.0%
n		12,501	150
Whether own or rent dwelling			
Own	Census data are based on all Black-occupied housing units.	47.9%	57.8%
Rent or lease		52.1%	42.2%
n		12,501	147

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[a] Sample ns vary because of nonresponse on the part of a small number of respondents.

[b] This comparison cannot be made precisely. Census data divide occupations into categories such as "professional" and "clerical." The sample data were derived from an occupational prestige scale developed by Verling Troldahl (1965). See Appendix E, Content Analysis scheme #1 for a copy of this scale and the Troldahl citation. To make this comparison, the scale was applied to the gross job categories used by the census. Jobs rated with scale values 00-02 were termed unskilled; jobs with values 03-06 were termed clerical or skilled; those with values 07 or above were termed professional/managerial.

[c] Census data for this table were derived from U.S. Department of Commerce, Bureau of Census, Block Statistics, Seattle-Everett, Washington Urbanized Area, HC (3)-260, 1970 Census of Housing, September 1971.

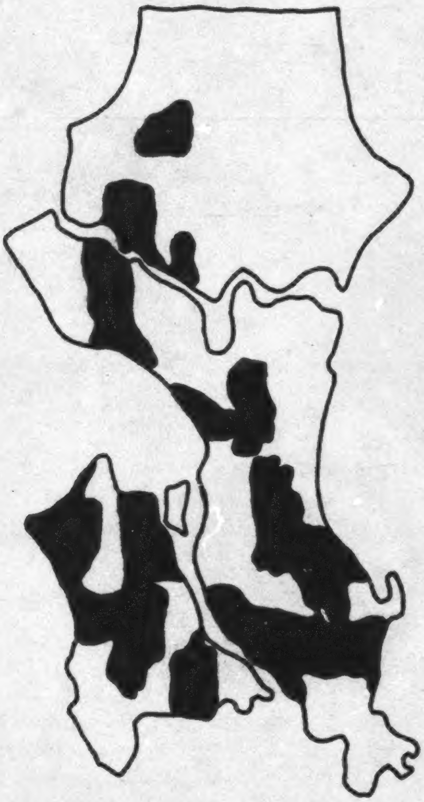
Table 4-11

Record of interviewing days, dates, and interviewing length.

		General Sample		Asian Sample		Black Sample	
		n	%	n	%	n	%
Field week during which interviews were obtained							
Week #1	March 23 - March 29	18	6.0	18	11.9	8	5.3
Week #2	March 30 - April 5	48	16.0	24	15.9	8	5.3
Week #3	April 6 - April 12	75	25.0	14	9.3	11	7.3
Week #4	April 13 - April 19	64	21.3	29	19.2	22	14.6
Week #5	April 20 - April 26	58	19.3	16	10.6	38	25.2
Week #6	April 27 - May 3	13	4.3	33	21.9	21	13.9
Week #7	May 4 - May 10	11	3.7	1	0.7	13	8.6
Week #8	May 11 - May 17	3	1.0	5	3.3	21	13.9
Not recorded		10	3.3	11	7.3	9	6.0
n		300	100.0	151	100.0	151	100.0
Day of week on which interviews were obtained							
Sunday		6	2.0	4	2.6	12	7.9
Monday		34	11.3	24	15.9	20	13.2
Tuesday		64	21.3	24	15.9	24	15.9
Wednesday		60	20.0	23	15.2	18	11.9
Thursday		56	18.7	39	25.8	33	21.9
Friday		39	13.0	11	7.3	17	11.3
Saturday		31	10.3	15	9.9	18	11.9
Not recorded		10	3.3	11	7.3	9	6.0
n		300	100.0	151	100.0	151	100.0
Mean length of interview							
Mean number of minutes		59.4		60.6		55.9	

Figure 4-1

Map showing geographic area within City of Seattle with 50% of Seattle's Native American population.

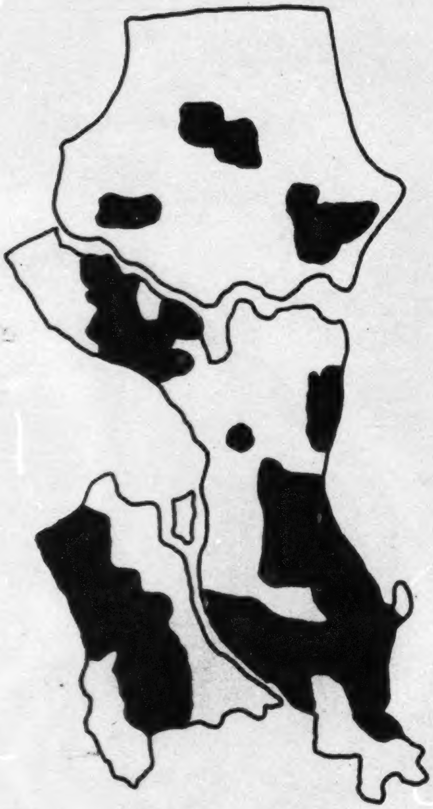


(N - 4,123)

From: Seattle's Racial Gap 1974, a report published by the Seattle Urban League.

Figure 4-2

Map showing geographic area within City of Seattle with 50% of Seattle's Spanish Language population.

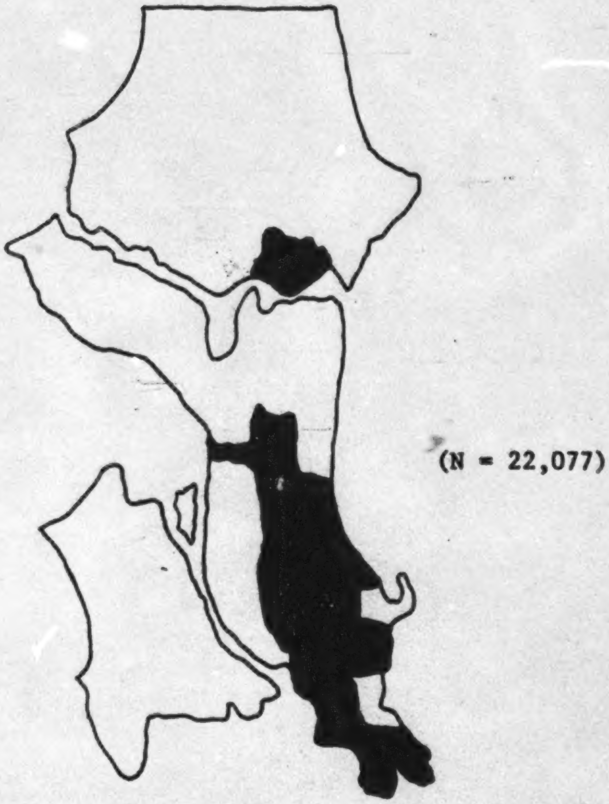


(N = 10,835)

From: Seattle's Racial Gap 1974, a report published by the Seattle Urban League.

Figure 4-3

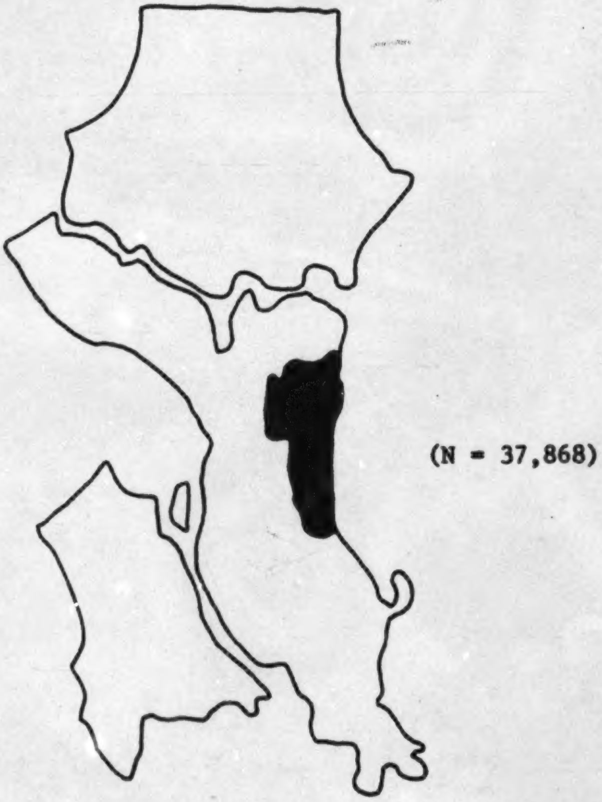
Map showing geographic area within City of Seattle with 50% of Seattle's three major Asian populations -- Chinese, Japanese, and Filipino.



Extrapolated from: Seattle's Racial Gap 1974, a report published by the Seattle Urban League.

Figure 4-4

Map showing geographic area within City of Seattle with 50% of Seattle's Black population.



From: Seattle's Racial Gap 1974, a report published by the Seattle Urban League.

Figure 4-5

Map showing distribution of Seattle census tracts selected for the General Population Sample.

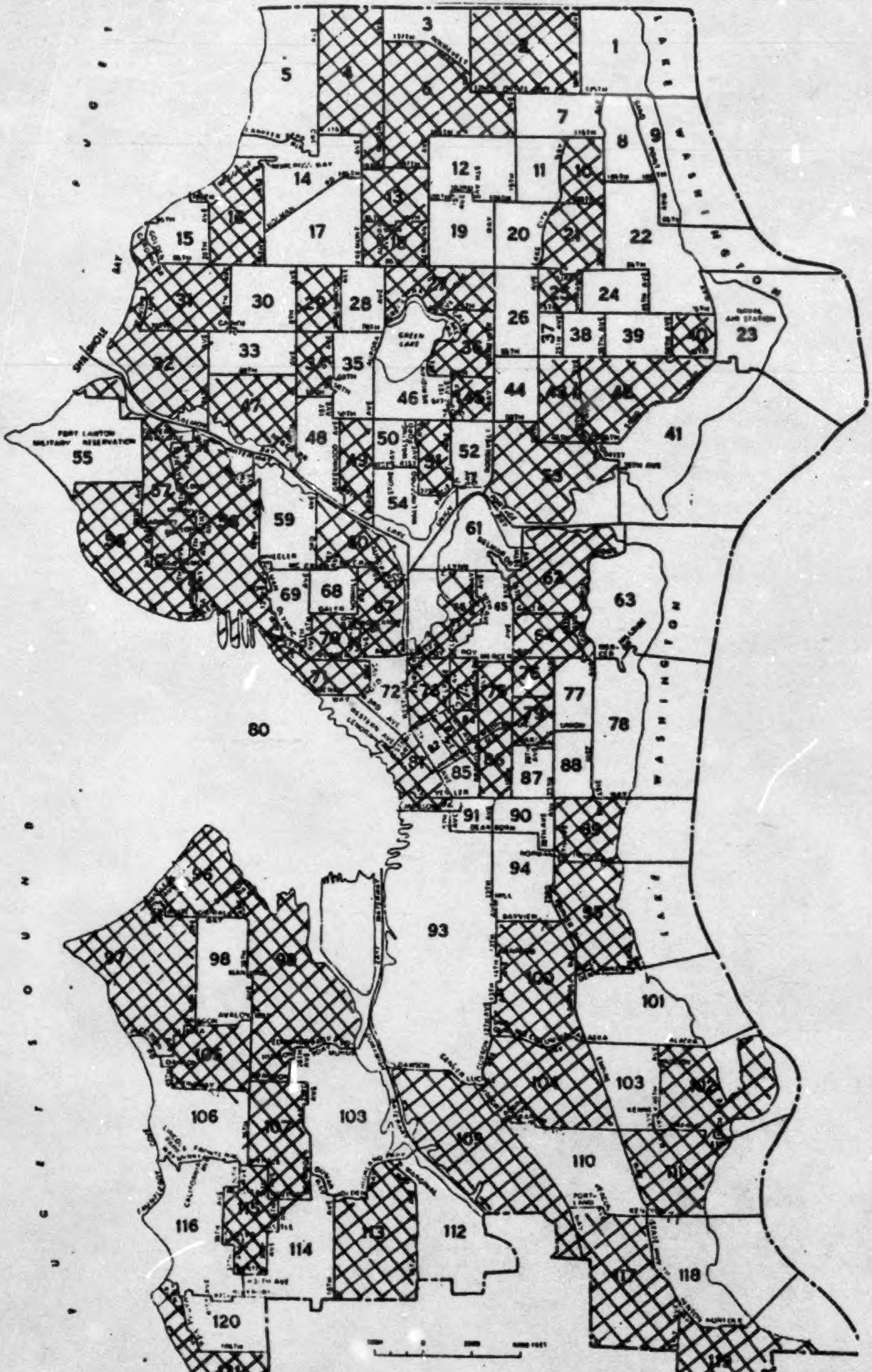

PUGET SOUND
LAKE WASHINGTON
FORT LAWTON MILITARY RESERVATION
GREEN LAKE
NAVAL AIR STATION
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Figure 4-6

Map showing distribution of Seattle census tracts selected for the Asian Sample.

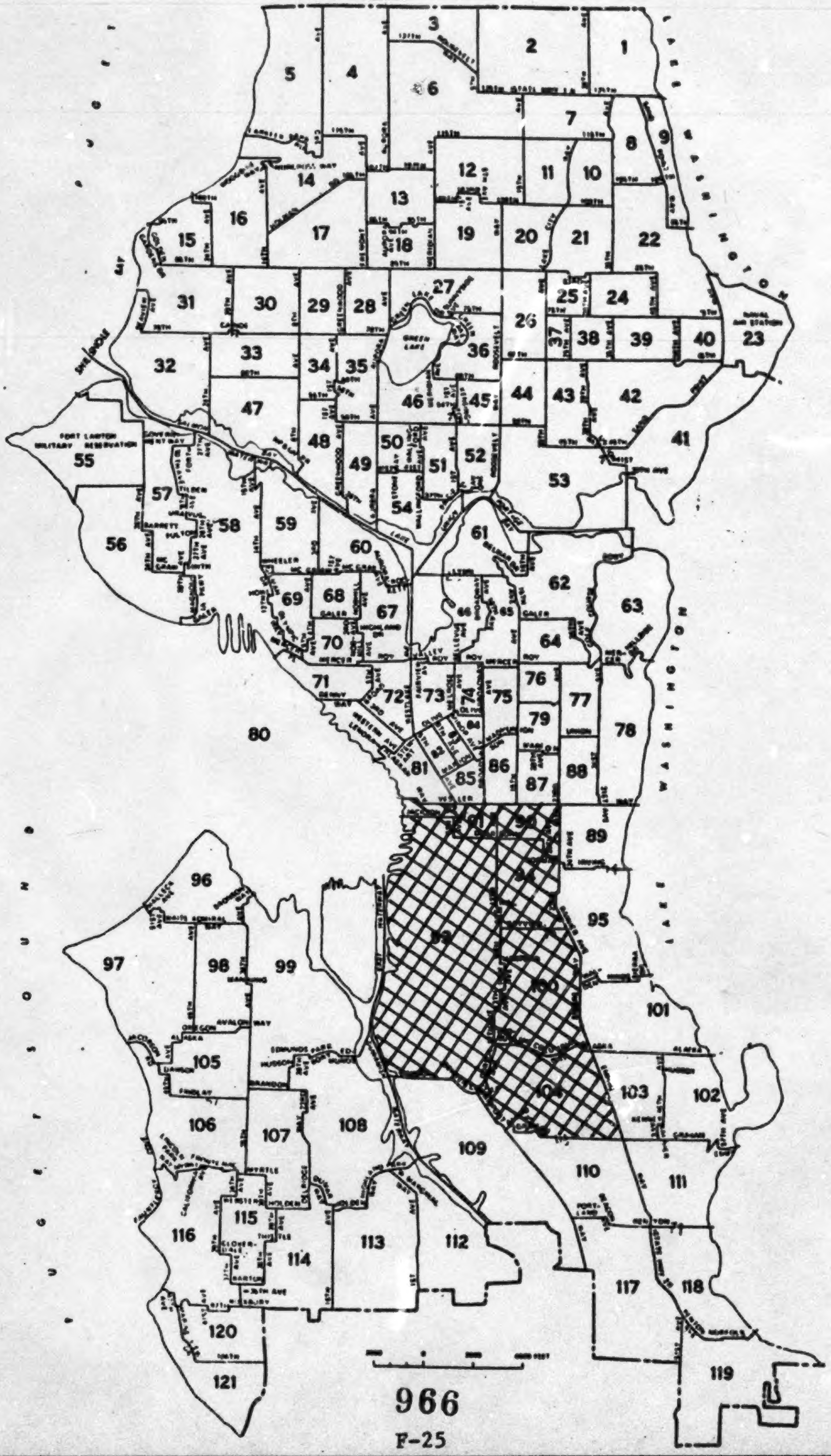
PUGET SOUND
LAKE WASHINGTON
FORT LAWTON MILITARY RESERVATION
NAVAL AIR STATION
GREEN LAKE
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Figure 4-7

Map showing distribution of Seattle census tracts selected for the Black Sample.

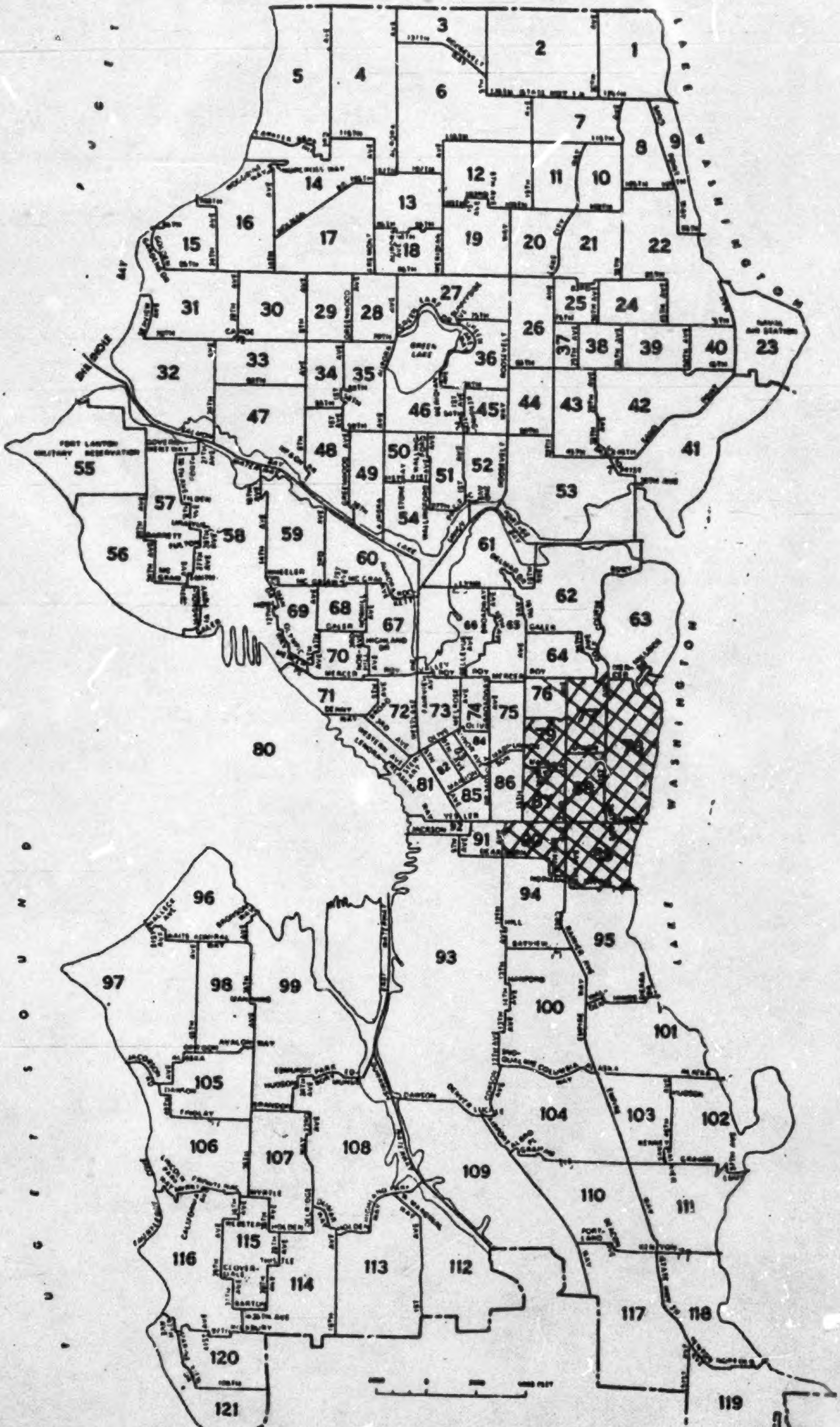
PUGET SOUND
LAKE WASHINGTON
SHILSHOLE BAY
GREEN LAKE
FORT LAWTON MILITARY RESERVATION
NAVAL AIR STATION
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Figure 4-8

The short form interview used with ineligible households in the Asian and Black sample field operations.

AT INELIGIBLE HOUSEHOLDS ONLY

*If you are working on the Black Sample, use at non-Black households.

*If you are working on the Asian Sample, use at non-Asian households.

IF CHILD ANSWERS DOOR, ASK FOR FATHER OR MOTHER

TO ADULT WHO ANSWERS DOOR

Hello, I'm____________________________________ working for Northwest Certified Surveys, Inc. on a project for the University of Washington School of Communications. We're asking people through the City of Seattle their opinions about how easy it is to get the information they need to solve their everyday problems. I have just three questions I'd like to ask you if I may.

1. How often would you say you've tried to use experts or agencies to get information to help you in your everyday problem solving? Would you say...

_____very often

_____quite often

_____sometimes

_____rarely or never

2. From your own experiences and those of people you know, how easy do you think it is to get information to help you in your everyday problem solving? Would you say......

_____very easy

_____somewhat easy

_____somewhat hard

_____very hard

3. How much do you think you personally would be helped if there was one central phone number you could call in order to get information that would help you in your everyday problem solving? Would you say you'd be helped....

_____a lot

_____quite a bit

_____a little

_____not at all